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1. Chapter Overall objectives and achievements

IBIS main approach to civil society partners in Africa and Latin America as agents of change for a more fair access to resources, influence and education go through a twofold rights based strategic approach; one related to education for change and one related to citizens’ rights in governance. The main part of this performance report (chapter 3) relates to these two strategic lines, as close to 100% of IBIS work at country level is organised according to these, with clear goals, partners, and advocacy activities. The performance system of IBIS contains all activities regardless the donor, and therefore this report covers all development activities and not only what is financed by the frame agreement.

At the overall level IBIS work is also guided by principles and strategic lines with a more institutional or crosscutting character. IBIS Board approved in June 2010 a new Organisational Strategy for the period 2010 – 2015, which includes a number of overall goals for 2011. Further the analysis of the performance at the overall strategic level for 2010 has led to conclusions about special follow-up themes for the 2011 reporting. Therefore this report includes goals, results and reflections on an agency wide level on some well-defined areas; phasing out and phasing in of countries and regions, partnership strategy, gender equality, and cost distribution, to mention the ones relevant for this report. IBIS overall achievements support most of the objectives in the Danish strategy for support to civil society, and the relevance is reflected.

**Overall strategic goals and results**

**Goal:** IBIS has in 2011 completed the phase out of countries professionally and decently with a focus on sustainability and learning from experiences, and IBIS has strengthened the new regional initiative supporting civil society alliances and networks with a rights based political agenda for development.

**Result:** The phasing out started in 2010 with Honduras, Peru and Ecuador at country level, was completed in 2011 with the close of two thematic programmes in Angola and the closure of the regional programmes in both South and Central America. To reflect this, the performance shown in chapter 3 of this report includes the achievements and the learning in the lifespan of the thematic programmes in Angola, Bolivia and Central America. Parallel with phasing out the regional thematic programmes IBIS has launched a new initiative with emphasis on support to regional networks in Latin America to support especially indigenous people’s rights. Global issues are addressed to enhance a civil society response to increasingly globalised challenges as e.g the effect of climate change.

**Partnership Goal:** IBIS’ partners in civil society develop strong and legitimate internal dynamics and are increasingly taking on a role as promoters of societal change and promoters/protectors of political, social, economic and cultural rights for poor and disadvantaged men and women.

**Special focus for 2011 reporting**

1. Percentage of Partner Assessments and Development Plans in the country.

2. Initiatives related to joint capacity building of partners, transparency and harmonization with other international NGO’s.

The Partnership Strategy is being implemented together with an estimated 85% of all IBIS civil society partners globally. This is approximately the same figure as in 2010.

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of Partner Assessments and Partnership Development Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guatemala</td>
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</tr>
<tr>
<td>Bolivia</td>
<td>80%</td>
</tr>
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</table>

1 Chapter 3 includes a more detailed reporting on the programme Latin America Against Poverty and Inequality.
### Results:

- **IBIS programmes** has improved substantially in working with the Partnership Strategy and underlying development plans as an integrated strategy of building up vital organisational and professional skills aiming at succeeding with the advocacy/policy objectives of the thematic programme or the partner coalition. IBIS’ programmes are focusing on a variety of capacity building issues, such as RBA training, advocacy, strategic planning, internal democracy, programme development, M&E, leadership, proposal writings skills, coalition building, administrative and financial skills, documentation skills, gender equality, constituency building etc.

- In general, there is a clear recognition from the programmes of the advantage of establishing results oriented partnerships that focus on both organisational and professional competencies. This approach has strengthened the focus on advocacy processes and change expected from each partnership and the dialogue about civil society organisations’ role as agents of change. Increasingly, also small civil society partners are more conscious about not just providing services and fulfilling needs, but explore the potential of working with structural causes, through network and alliances.

- There is an increased number of interesting coordination efforts with other international organisations in all IBIS programme countries. The waste majority focuses on joint funding and/or capacity building of individual partners or alliances. When IBIS has engaged in coordination with other international organisations, it is valued as a positive experience that enable learning and sharing of experiences between the donors the partner organisations, and on the other hand it constitutes a stronger and more qualitative approach to supporting civil society partners.

- In almost all IBIS programme countries, there is a very positive tendency towards supporting the strategic plan of both larger NGO’s and coalitions. In the partnership where no strategic plan exists, IBIS often supports and facilitates the elaboration of a strategic plan to ensure clarity of, and ownership to, the objectives and advocacy ambitions within the partner organisation and to be able to define the organisational and professional competencies that are required to achieve them.

### Key lessons learnt

- In the African countries, the Partnership Strategy is strongly institutionalised and used as a strategic planning and management tool of the individual partnerships and a tool to improve skills and capacity in relation to the advocacy objectives of partner coalitions. In Latin America the phasing out of regional programmes and discontinuity of some partnerships has obviously affected the implementation and institutionalization of the Partnership Strategy in the continent.

- Several IBIS countries of collaboration stress the importance of maintaining a flexible approach to the Partnership Development Plans in order to adjust them periodically according to the needs and changes in partner organisation. Further, the tendency of almost exclusively focusing on areas of weakness when establishing the Partnership Development Plans seem to have changed slightly during 2011, to also include further capacity building within areas where the partner already show certain capacity. In other words, the change objective or advocacy objective of the partner should determine the prioritization of what to include in the Partnership Development Plans, and not only the weaknesses of the partner organisations.

- Increasingly IBIS support Partners’ strategic plans and support collective capacity building processes and joint initiatives. Nevertheless, several country reports mention that coordination with other
international NGO’s continues to cause difficulties. The reports indicate that IBIS is very active in further promoting coordination, but that some INGO’s are reluctant to invest the required energy and resources in this field due to reasons like increased competition between the INGO’s and different approaches to partnerships, results and development.

- A learning point from 2011 is that IBIS should be aware that partners in countries like Liberia require more extensive administrative and financial support than initially expected. On the other hand, Mozambique states in the OPS report that 44% of the total budget was transferred directly to partners in 2011, compared to 26% in 2010. These data just illustrate the importance of taking point of departure in the specific context of each civil society partner IBIS is engaging with, and the challenges each partner is facing in becoming a legitimate and strong voice of civil society.

IBIS results within the partnership strategy support several of the strategic goals in the Danish Civil Society Strategy; promotion of a vibrant and open debate nationally and internationally, promotion of a representative, legitimate and locally based civil society, promotion of capacity development, advocacy work and network opportunities and promotion of focus on rights.

Gender Equality Goal: IBIS’ programme work, information and lobby activities are increasingly contributing to achieve gender equality, and full and equal enjoyment of rights, participation in decision making as well as access to and control over resources.

Results of initiatives related to women’s increased participation in decision-making spaces traditionally male dominated, i.e. their capacity, space and possibilities of influencing the agenda of women’s rights and gender equality

Women’s participation in organizational structures

- **In Mozambique** there have been notable results in women’s participation in school boards, where 1800 women were involved in 2011, representing 48% of the total number of school boards members. 17 women have leadership positions as chairwomen, and 46 women are holding leadership positions in various working committees. Some female members of the school boards have become school board trainers, and are in positions where they can encourage other women to compete for leadership positions.

- **In Bolivia**, two meetings at national level for indigenous women were organised, where indigenous women from all over the country had space to discuss their position and influence within their regional umbrella organizations.

- **In Sierra Leone** the education programme has started Mother’s Clubs and Children’s Government in all project communities, through which women have gained a voice in the community, especially in regards to girls’ education. Also men are more actively involved in gender activities in order to increase equality and promote understanding.

Women’s participation in state structures

- **In Ghana**, the West Africa Human Rights Democratisation programme supported training workshops, mediation and dialogue programmes, promotion of non-violent electioneering exercises, and the rights of women. Essential progress was made towards the advocacy objectives of enhancing women’s participation in political decision making in Northern Ghana, and securing the rights and freedoms of women that are being violated through cultural practices, notably the dowry system. A campaign in the Cote d’Ivoire to find and prosecute persons who violated the rights of women (mainly rape) during the country’s recent violent conflict, is another significant initiative to fulfil the rights of women.

- **In Liberia**, IBIS supported the training and deployment of the West African Women Election Observation Team, reporting on the level of women’s participation in the 2011 Liberia elections. The team reported that more than 50% of election observers representing civil society and faith-based organizations were women, despite the fairly low participation of women as voters. This was the first deployment for the WAWEO Team, who also plans to act as an observer team in the elections in Sierra Leone and Ghana in 2012.
Women’s participation in traditional structures

- **In Ghana**, IBIS has worked through partners with traditional authorities, with the result that 325 Queen Mothers have become part of the decision making body at the traditional council level. The women participate equally in determining cases brought by community members for judgement at the chiefs’ court. This is an important achievement for women’s representation and participation in traditional governance. Traditional Authorities and governments have historically been a male affair. Having ascended to this status, therefore, means that the women have become part of the decision-making body at the traditional level. They participate equally, especially in adjudicating cases of resources ownership, distribution and rights brought for judgement at the chiefs palaces.

- **In Guatemala**, after initial resistance mainly due to misunderstanding, the Indigenous Municipality of Chichicastengano (MICH) – the most conservative and ancestral indigenous authority of the country – not only accepted to explore the implications of gender equality, but at the end of the project they actively raised and visibilised the role of women within their communities, both as spiritual leaders as of authorities. These women now have their own formal meetings and agendas, and their voice is being heard. The process took time, patience, respect and mutual understanding between IBIS and MICH, and the result is very positive. Other indigenous organisations were willing to develop gender policies or criteria within their organisations, after sensitising efforts from IBIS, which include diagnostics, reflexion sessions and dialogues regarding how gender relations develop within the organisations.

Results related to the implementation of specific budget allocation to gender equality, at least 10% of the total budget (IBIS minimum requirement) in the programme

- **In Mozambique** the Women in Politics Programme targets gender equality 100%. The COCIM budget allocation to gender amounts to 9%. The programme aims to increase the allocation to 10% in 2012. The education programme has allocated at least 10% of the budget to gender issues in the partner projects, and to planning and budgeting activities for the promotion of gender in the project plans.

- **In Ghana**, in the PPLG programme, about 80% of the 10% gender equality allocation was transferred to a partner working entirely on gender issues, by promoting women’s political representation and participation. The remainder of about 20% was used to support CSOs partners who collaborated to undertake research to determine the gender dimension in elections.

- **In Guatemala** only up to 5% of the total budget of each project was allocated to gender activities, with another 5% earmarked for national activities through the TP National Development Plan. In this way the counterparts received financing for implementing affirmative actions for women, such as political education and project formulation with an emphasis on women’s rights, women and international agreements, women’s organizational expressions, women’s role as community authorities, comprehensive leadership and racism against and between women.

- **In Sierra Leone** the Governance programme committed 25% of the entire budget for gender related activities, whereas the Education programme committed 26%. Most of these resources were channelled through partners who are working exclusively on women’s rights or gender issues.

Key lessons learnt

Two central elements from IBIS Gender Policy have been chosen for the purpose of this analysis. These are: 1) change in unequal power relations, and 2) equal opportunities to participate.

Change in unequal power relations

- Experience from both Guatemala and Ghana show that it is possible though training and advocacy to open up traditionally very male dominated structures. Important break-through has been obtained with the inclusion of women in traditional authorities, after years of advocacy and training activities.

- At school level, a continuous process of promoting gender-sensitive teaching in Ghana, with an analysis of gender stereotypes from home to school, has had a positive influence on both teachers and students, and has led to a better understanding between girls and boys.

Equal opportunities to participate

- In Liberia the vocational training centres (YEP and EYE) have experienced a steady increase in the number of women enrolling and graduating from the centres. In 2011, 47% of the students in YEP were
women, while an impressive 72% of enrolled students at the new EYE centre are women. This positive trend with more women committing to education opportunities can be attributed to a number of issues: the inclusion of Day Care services in the centres; incorporating graduated young women as role models of successfully completing the training (as part of community level awareness campaigns to encourage young people to enrol in the centres); and providing an environment where women can feel safe to learn new and unconventional skills and are encouraged to play an active role, with a constructive voice in the programme.

- At local and district levels, structures are opening to the inclusion of women, but it is difficult for local women to engage, both as voters and as politicians, as seen in the examples with women in politics from Ghana. Although opportunities are created in the system, women need training and additional support before they actually run for elections.

Cost Distribution Goal: IBIS is cost-effective in its development activities

2011 has been a special year, as the transition from regional programme to national programmes has been completed together with phasing out of countries. The Thematic Programme (TP) reporting on cost distribution has therefore been divided into three groups: TPs closed down in 2011, ongoing TPs and newly formulated TPs (2011/12).

New cost categories
Further, IBIS decided to change the OPS cost categories. The change into 4 categories is going to make it easier to monitor cost effectiveness, which was never successful with the former categories. However, as this years’ reporting demonstrates, the monitoring of cost effectiveness demands other considerations than just analysing the cost distribution. In the future IBIS will – based on indicators for each programme – analyse in much more detail the link between the planned and achieved results (output/outcome) and link their indicators to the costs of achieving them. Several countries have reported cost effectiveness figures for both thematic programmes and non-frame projects and this have proven to be a good tool e.g. to demonstrate the strength of thematic programmes in supporting other types of fundraising and integrate the support the thematic programme offers also in non-frame fundraising thereby ensuring high quality implementation.

Group 1 – Thematic Programmes closed down in 2011
This group contains 6 Thematic Programmes (Education/Angola, Governance and Education Regional Thematic Programmes in Central America, Governance and Education Regional Thematic Programmes in South America and Education/Mozambique). The 6 TPs were asked to report according to the old guidelines. In Angola, a well planned closing down process made it possible to have a higher degree of partner implementation than the benchmark, also because staff was reduced gradually. The closure had been planned well in advance.
In South America, the closure of cooperation with two countries has weighed heavily on category 3 (administrative and support expenses in the old category system), with a considerably lower proportion being transferred to partners. The closure of the two countries happened during 2011 and it was not possible to plan for a longer and smoother phasing out period. In addition to this there was a high staff turnover in Bolivia in 2011.
In Central America, Honduras had been closed down already in 2010, and only a slight over expenditure in category 3 has taken place in relation to benchmarks, in order to establish a fully fledged country office in Nicaragua. The resulting under expenditure in partner transfers is not high, as new partner contracts preparing for the new, national TPs were entered into already in 2011.

A cautious conclusion on the cost distribution of TPs in closed down countries could be that a well planned phasing-out process with focus on successive reduction of IBIS staff can cut down administrative costs and maintain partner activities and own implementation in a balanced way.

Group 2 – Ongoing Thematic Programs and related projects
This group contains 7 Thematic Programs (funded by the Danida Frame) and related projects, (funded mainly through non-frame institutional fundraising). The expenses and benchmarks have been recalculated according to the new guidelines. Since all Latin America programmes were closed down during 2011 or early 2012, this group only represents African countries.
Again, there are no common trends. Deviations from 2011 benchmarks are minor except for Liberia that has been too ambitious in relation to partner implementation, but has made up for this with implementation by IBIS staff. Category 1 and 2 together vary between 58% and 74%. The reflection from the Liberian education programme is a good example of the useful integration of programme and financial information. In the two countries that are recovering from civil war (Sierra Leone and Liberia) the costs of IBIS own implementation are higher than in the two “old” countries, due to weak and small partner organisations.

Looking at the impact of institutional fundraising, the trends are also pointing in different directions. Whereas Sierra Leone has mainly been able to fundraise for projects with a high degree of self implementation, Mozambique shows the opposite tendency – that institutional fundraising has mainly been for partner implemented activities. Next year’s OPS might show a different tendency, as the SIDA-financed projects in Sierra Leone, Ghana and Liberia have a higher degree of partner implementation.

**Group 3 – New Thematic Programs with benchmarks only and ongoing projects’ benchmarks**
For the new TPs that have been formulated late 2011 or early 2012, the budgets have been made according to the new rules from the start. In the overview matrix, we have included the ongoing TP’s benchmarks also, as these have been recalculated according to the new guidelines.

For the Latin American new thematic programmes, the categories 3 and 4 are fairly stable, and slightly raising. These categories contain CO and HO support, M&E, and administration. With a total Frame budget for one country of around 10 million DKK per year and two thematic programmes of 5 million each, these expenses cannot be cut much further down. Consequently, the partner transfers and implementation costs cannot grow further over the years, although the LA programmes are almost fully partner implemented.

From the benchmarks it is obvious that the degree of self implementation in the African Education projects is higher than in the Latin American education projects, and that the degree of partner implementation is lower. The governance TPs in Africa do not show a similar tendency (except for Sierra Leone) and has a higher degree of partner implementation than the education programmes. This is most probably due to the fact that it is difficult to find national partner CSOs with competencies in quality education’s pedagogic contents in African countries in general, whereas partner CSOs with competencies and experience in Governance are more developed.

Adding the categories 1 and 2 sums up to between 88% and 57%, with 10 of the programmes having over 65%. For the first time it is possible to see the “pure” administrative costs (category 4), and except for two countries, the percentage is 10 or below.
Annex 1. Definition of OPS cost categories

Cost category 1:
*Transfers to partners.* Activity funding and core funding.

Cost category 2:
*Expenses for activities* directly influencing the beneficiaries and/or partners. These are costs paid directly by IBIS. Some examples could give a bit of guidance: Capital costs are only included, if the assets have been handed over to the partner. Cost for materials, i.e. for building schools, for didactic material, desks etc. are included. Courses, workshops with beneficiaries as participants, capacity building of partners, etc. paid for by the programme or country office should be included. Personnel performing these activities should be included here, whether own staff or consultants. If possible, vehicle running cost should also be included under the relevant activity.

Cost category 3:
*Programme support.* Capital costs for vehicles, IT equipment, furniture etc. supporting the programme. Assistance from Country or Head Office, Monitoring and evaluation costs.

Cost category 4:
*Administration.* Expenses for project or programme office, administrative personnel, bank fees etc. and local audit.
Annex 2: Overview matrix
Cost Distribution, Benchmarks and Actual, Thematic Programmes 2011

Group 1 – Thematic Programs closed down during 2011 (old categories)

<table>
<thead>
<tr>
<th>Programme</th>
<th>2011 Actual Expenditure</th>
<th>2011 Benchmark (from OPS 2010)</th>
</tr>
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<tr>
<td></td>
<td>Category 1</td>
<td>Category 2</td>
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<td><strong>Central America</strong></td>
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<td>Education Program</td>
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<td>Intercultural Governance</td>
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<td><strong>South America</strong></td>
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<td>Intercultural governance</td>
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<td>Education for change</td>
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<td><strong>Angola</strong></td>
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<td>PTE (Education)</td>
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<td><strong>Mozambique</strong></td>
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<td>EDEC (Education)</td>
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Group 2 – Ongoing Thematic programs (recalculated to new categories)

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<th>2011 Actual Expenditure</th>
<th>2011 Benchmark (from OPS 2010)</th>
</tr>
</thead>
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<td>PPLG II GHA (Governance)</td>
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<td>WAHRD (governance)</td>
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<td><strong>Sierra Leone</strong></td>
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## Group 3 – New and ongoing programs, Benchmarks only, 2012 and 13

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<td>Sierra Leone</td>
<td>35</td>
<td>30</td>
<td>29</td>
<td>6</td>
<td>42</td>
<td>22</td>
<td>28</td>
<td>8</td>
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</table>

The work with defining a measure for cost effectiveness has developed as a response to the principles of the Paris Declaration by enhancing both the managing for results and the accountability.
2. Chapter IBIS’ Approach to Results Based Monitoring

Introduction
Since 2005 IBIS has developed a comprehensive global monitoring system to be applied within all IBIS’ Programmes as an integral part of the Programme Management Cycle. The monitoring system, guidelines and toolbox papers have been developed and tested in a participatory process involving Head Office and Field System Staff as well IBIS Global Programme Monitoring and Evaluation Group in order to ensure high levels of ownership to the monitoring system throughout the organisation.

Monitoring is seen as an important tool in IBIS’ strategic management and has various purposes:

- Measuring, documenting and improving the quality and results of IBIS’ programme implementation;
- Enhancing accountability downwards - towards partners and target groups, and upwards - towards donors, IBIS Board and to the wider public;
- Ensuring that new knowledge is documented, shared and transformed into improved development practices and learning both within IBIS and partner organisations, and is further used for evidence based advocacy.

Although IBIS Monitoring System serves multiple purposes, the monitoring of the programmes is always done on the basis of objectives, indicators, strategies and activities, which are jointly negotiated and agreed upon with IBIS’ partner organisations.

IBIS has defined Programme Monitoring as follows:
Monitoring constitutes an integral part of programme management, for both the responsible IBIS staff and for the partner organisations. The programme monitoring is considered an integral, systematic, continuous and participatory process of collecting, storing, analysing and using quantitative and qualitative data with the purposes of:

- Securing clear results towards the agreed objectives and thereby documenting the added value of the Thematic Programme for poor, marginalised men, women, girls and boys in achieving their fundamental rights concerning education, resources and influence.
- Ensuring that civil society organisations’ partnership with IBIS contribute to achieve further organisational, professional and advocacy capacity to act as change agents in relation to their own constituency, the wider civil society, the local and national governments and in some cases in relation to international agendas.
- Assessing and documenting the progress at output and outcome levels of the programme in relation to its own stated objectives.
- Assessing the appropriate use of resources and its effectiveness in relation to the achieved progress towards the programme objectives.
- Monitoring the relevance of chosen strategies and the external context in which the programme implementation is operating.
- Learning, documentation and sharing of best practices with IBIS staff, programmes and partner organisations across programmes, countries and between Africa and Latin America.

Monitoring of IBIS’ Programmes
A typical programme in IBIS is constituted by between 10 – 15 partnership based projects with mainly civil society organisations. These partner organisations all have their own projects with agreed objectives, indicators, strategies and activities that are continuously monitored together with IBIS, and at the same time the organisations work together in different constellations aiming at collectively achieving wider programme objectives. The thematic programme is, in other words, a platform for joint analysis, implementation and monitoring of development and advocacy initiatives between different types of partner organisations that share the same visions and aspirations for change and concrete results within IBIS’ focus areas of Education and Democratic Governance.
Short description of IBIS’ 5 Monitoring Steps

The project and programme monitoring system is divided in a 5 step monitoring process that takes place during the annual cycle of the projects and programmes. Monitoring of progress in partner projects and the thematic programme is closely related and undertaken jointly between partner organisations and IBIS. The first 3 monitoring steps focus on the individual partner/project level and the last 2 steps are focusing on programme level.

PROJECT LEVEL

<table>
<thead>
<tr>
<th>Step 1: Project monitoring undertaken by the partner organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Measure progress towards projects objectives and indicators, including financial and context monitoring, as well as partnership objectives and plans.</td>
</tr>
<tr>
<td>• Elaborate monitoring report to IBIS (half year and annual), including financial statements.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Step 2: Project monitoring undertaken by IBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess progress of project implementation/results and partnership agreement.</td>
</tr>
<tr>
<td>• Assess and ensure that these are in line with and contribute to achievement of TP objectives and indicators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Joint project (partner and IBIS) monitoring</th>
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</thead>
<tbody>
<tr>
<td>• Jointly assess and analyse the progress made in the project and adjustment of project strategies and indicators, as well as the partner development plan.</td>
</tr>
<tr>
<td>• Budget analysis and elaboration of revised budget, if necessary.</td>
</tr>
<tr>
<td>• Assess relevance of IBIS strategies in support to the partner.</td>
</tr>
<tr>
<td>• Jointly discuss and agree upon issues to be brought forward to the annual Partner Forum at program level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Continuous thematic program monitoring, undertaken by IBIS programme staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuous analysis and assessment of the entire programme (projects, partnerships, joint activities, budget implementation, IBIS’ capacity and added value).</td>
</tr>
<tr>
<td>• Based on data collection in step 1, 2 and 3, assessing/ensuring that results at program level contribute to achieving TP objectives, indicators and annual objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Annual thematic programme monitoring / Annual Partner Forum</th>
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</thead>
<tbody>
<tr>
<td>• Participatory assessment of the most important achievements at TP level in relation to specific objectives and indicators agreed in the programme document, as well as jointly defined annual objectives.</td>
</tr>
<tr>
<td>• Analysis of cost-effectiveness, relevance of strategies, contextual changes.</td>
</tr>
<tr>
<td>• The annual partner Forum feeds into the adjustment and re-definition of programme indicators, including definition of annual objectives/indicators to be used to track progress of the programme during the following year of implementation.</td>
</tr>
</tbody>
</table>

Formative Monitoring

In addition to the above described 5 annual monitoring steps, the Thematic Programme carries out biannual formative monitoring missions (FMM). The Monitoring Team is constituted by an external consultant and an IBIS Head Office adviser who work together with IBIS programme staff, management and the partner organizations of the programme focusing on performance and results achievements, but also collective reflection on lessons learnt in order to adjust programme interventions and strategies.

The intention with formulating annual objectives is to establish clarity, joint ownership and commitment between IBIS and the partner organisations to achieve concrete results every year at the program level, ensuring that the thematic programmes are constantly moving towards their defined specific objectives that refer to the entire programme period.

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2 The intention with formulating annual objectives is to establish clarity, joint ownership and commitment between IBIS and the partner organisations to achieve concrete results every year at the program level, ensuring that the thematic programmes are constantly moving towards their defined specific objectives that refer to the entire programme period.
Based on field visits, interviews with IBIS staff and partners and analysis of reports and documentation, the FMM team provides constructive recommendations to the coming period of programme implementation on issues like results achievement, synergy between partners and programmes, advocacy, partnership development, professional development, IBIS added value, cost effectiveness, gender equality, documentation and learning.

Principles of IBIS monitoring approach
IBIS has defined the overall principles and standards for monitoring and evaluation in IBIS. Adhering to these overall principles, the below overview is a short description of the most important principles and approaches chosen by IBIS in her monitoring.

- Participating in the programme
- Monitoring and mutual ownership
- Coordination and alignment with partners and other actors
- Learning
- Formative monitoring
- Keep it simple and cost effective
- Documentation

- The monitoring system should be logical and simple. Considerations on costs of the monitoring activities in terms of money, man power and opportunity costs are important.
- Monitoring methods should promote learning for both IBIS and partners.
- Participation and mutual ownership - constitute the two most important cornerstones in understanding the thematic programme.
- Coordinating and aligning: Participating in the programme, meaning the IBIS adhere as much as possible to partner’s own monitoring systems.
- Learning - strong focus on the formative aspect of monitoring, which is both a principle and a concrete event that takes place in the programme on a biannual basis.
- Formative monitoring - the quality of the documentation of achieved results (intended and unintended) and relevance of strategies chosen needs to be well planned, thorough and verifiable.
- Keep it simple and cost effective - the costs of the monitoring activities in terms of money, man power and opportunity costs are important.
3. Chapter – Reporting on results within IBIS key strategic areas

3.0 Introduction

Chapter 3 presents a concise analysis of performance achievement in the thematic programmes implemented under IBIS’ Global Strategies: Education for Change (EfC) and the Citizens’ Rights in Governance (CRG). The essence of each strategy is resumed and measured through two domains and a special focus established for the 2011 reporting:

Education for Change Domain and special focus for 2011 reporting:

*The thematic programmes and projects on education between IBIS and partners constitute a strategic and influential space that aims at empowering poor and marginalised adults and children and their organisations to promote, claim and achieve their individual and collective rights to relevant quality education, with special focus on the participation of girls and women, whether within formal or non-formal education.*

1. How and with what result do the EfC programmes and projects work with quality education; and how has documented results been used in processes of influencing, up scaling and advocating for quality education?
2. What results have been achieved from working with concrete advocacy targets related to the objectives of the EfC programmes and projects?

Citizens’ Rights in Governance Domain and special focus for 2011 reporting:

*Promote and extend the right to participation in spaces of political and economic decision-making and improve advocacy of representatives of poor and marginalised people and their organisations, including specific achievements on women’s access and participation.*

1. Examples of working with concrete advocacy initiatives at the TP level, including description of vertical and horizontal coordination between partner organisations.
2. Examples of how and with what results the Governance Programme is working with resource tracking and budget work, including extractive industries.

Each following sub-chapter (EfC & CRG) include a presentation of the most important results and a short performance analysis for each thematic programme per country/region, related to thematic programmes’ own objectives. The two specific objectives for the analysis have been chosen from a total of three or four, the criteria being the special focus for 2011 reporting (above).

The 2011 reporting process has been marked by the increased demand for higher prioritising of documenting on annual results and progress towards established indicators for 2011. IBIS is in this report, in coherence with last years frame application chapter 6, using the term annual objective (instead of indicator) to indicate what was set to be achieved in 2011. Would any of these have been adjusted during the implementation in 2011, this is mentioned in the background column for each thematic programme.

It is important to highlight that the quantitative data and results at output level provided in this report should not be seen simply as results on their own, but always as something that can be used as basis/evidence for demonstrating the quality of the models that partners and IBIS are implementing, and further used for advocacy in order to achieve more long-term social, structural and political changes (c.f. The Change Triangle). For the IBIS programmes that have closed down in 2011/early 2012 (Angola, Central America Region, Bolivia), and where a final evaluation has been carried out, the report focuses on reporting performance in relation to the set thematic programme objectives and indicators, for the total programme period, and not only 2011.

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3 Relate to the IBIS strategies revised in 2011/2012. When relevant the analysis consider aspects of the new strategies for 2012-2017 e.g. in terms of recommendations.
3.1. Education for Change

3.1.1 Ghana

<table>
<thead>
<tr>
<th>General Information</th>
<th>Education for Empowerment (EfE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Programme (TP)</td>
<td>2010-2014</td>
</tr>
<tr>
<td>Programme Period</td>
<td>Donor(s)</td>
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<tr>
<td>2011 Total Exp.</td>
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<td>2011 Frame Exp.</td>
<td>DKK 4.799.650</td>
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<tr>
<td>Programme Objective</td>
<td>Local and central government, civil society organisations (CSOs), community-based organisations (CBOs) and their constituents, are actively engaged in ensuring that marginalized children and youth enjoy their right to relevant, empowering and gender-sensitive quality education.</td>
</tr>
<tr>
<td>Programmes/projects under TP</td>
<td>Alliance for Change in Education - ACE (DANIDA), PAQUE (Børnefonden, Burkina Faso), Education (Toms), DFID ‘Education accountability,</td>
</tr>
<tr>
<td>Background information</td>
<td>This Education for Empowerment thematic program is the second TP of the IBIS education intervention in Ghana. The year 2011 has been characterized by internal changes such as a shift in key staff including the TP director, the TP educationalist and 1 facilitator. The report has adjusted the set of annual objectives to reflect a broader spectrum of the results achieved.</td>
</tr>
</tbody>
</table>

Achievement of results in 2011

Specific Objective 1: Access, participation and completion of quality basic education by out-of-school children in program districts increased.

Annual objectives 2011:

1. At least 2.300 out-of-school children (50% girls) in 2 deprived districts enrol into Complementary Education Program (CEP) and 80% (50% girls) transition into public primary schools;
2. 1.400 out-of-reach children (45% girls) enrol in wing-schools (from Kinder Garden (KG) to grade 3) in 2 derived districts and more than 1.000 former wing-school pupils enrol in grade 4 in the formal school system;
3. 106 girls are enrolled in the Girls Model Junior High School (JHS) and of the first group of 28 girls, all graduated and at least 80% of the girls have enrolled in Senior Secondary School.

Results achieved in 2011 (outcome/output level):

- 2.000 children (out of 2.300 planned) have enrolled in CEP in 2010/2011 (of these 47.3% girls);
- In 2010, 500 children (of these 46.5 % girls) were enrolled into CEP, out of whom 485 completed the CEP classes (97%) and 415 (83%) transitioned into the formal school in 2011;
- In 2011, 1,500 children enrolled into CEP (of these 48.2% girls) and they will complete the CEP classes and transition into the formal school in 2012 (to be reported in 2012);
- 1.422 out-of-school children in deprived areas (of these 42% girls) have gained access to quality education through the wing-schools model in KG and grade 1 in 2011;
- 1.065 former wing-school pupils transitioned in 2011 to formal school grade 4. This is 85% of the 1.255 out-of-school children enrolled in grade 1 in 2008;
- The Girls Model JHS has been successful as a model for increasing marginalized girls’ access to quality education. In 2011, 106 girls enrolled at the JHS, with retention rates of 98%. 24 (85%) of the 28 girls that graduated from the first group had in 2011 admission into Senior Secondary School and vocational institutes.

The original annual objective for 2011 related to CEP has wrongly counted for those 2.300 children that all in all (2010, 2011 and 2012) will have enrolled in CEP and that of these 80% will transition. It is notable that 83% of all enrolled children have transitioned in 2011, but it is important to be aware of that this is only out of the 500 children enrolled in 2010 and not out of all 2.300 children. The final results can only be measured in 2012.
and 2013. Nevertheless, the percentage of completion and transition of CEP seems promising, and not least the fact that out of the 415 children who transitioned 56% are girls.

Programme monitoring shows that the good enrolment, completion and transmission results in both CEP, the Wing-schools and the Girls Junior High to a very high degree are due to the quality of the ‘implementation’ of these models that the TP aims to further use for evidence based advocacy. The most important factors for achieving quality have been: close partnership between IBIS and local and regional CSOs; the sensitisation of the communities to send their children, especially girls, to schools; the cooperation with and capacity building of the local education authorities; providing quality teacher professional development activities and supervision; application of a gender strategy; and the teaching in Mother Tongue.

The fact that Ghana Education Service (GES) has taken over the management of 41 wing schools (out of 56) has contributed to achieving sustainability. Also in relation to the girls JHS there are considerable results in reaching further than the model activities e.g. the headmaster and teachers have initiated dissemination of how to work with girls in 4 other mixed JHS in the district.

**Specific Objective 2: The application of learner-centred teaching methodologies for improved quality learning outcomes in basic schools in program districts by the Ghana Education Service (GES) has increased.**

**Annual objectives 2011:**

1. More than 3,000 untrained teachers are trained and re-trained in learner-centred, participatory and gender-sensitive pedagogy in the TP;
2. 40% of the teachers apply learner-centred teaching methodologies in the 80 schools in the 4 districts funded by DANIDA frame;
3. 200 untrained teachers (27% female) in the ACE wing school project study through the Untrained Teachers Diploma in Basic Education (UTDBE).

**Results achieved in 2011 (outcome/output level):**

- 3,463 untrained teachers (in The PAQUE project, in the ACE wing school project and in the DANIDA frame program) have been trained in participatory methodology, gender-sensitive pedagogy, mother tongue teaching and multi-grade teaching;
- 50% of the 480 teachers trained by the District Teacher Support Team (DTST) team at the 80 DANIDA frame program schools are reported to apply learner centred methodology;
- 40 untrained teachers will finalize their final exam in the start of 2012 in order to get on government payroll and 160 untrained teachers in ACE project are supported to be trained teachers through the Untrained Teachers Diploma in Basic Education (UTDBE) and expected to graduate in 2014.

The most striking result related to this objective of capacitating and training untrained teachers in order to enhance the quality of the education offered, is probably the proficiency level of the pupils of the wing schools in literacy and numeracy. The children’s performance is a proficiency level over 75% as against a national average of 30%. This result also reflects the commitment of these untrained teachers linked to the quality of the supervision and related to the fact that this is their only chance in life to get a formal education through UTDBE.

**Specific objective 4: CSOs, coalitions, networks, citizen’s groups and state agencies are strengthened and increasingly engage at the local and national levels to enhance education performance, accountability and governance, and youth development.**

**Annual objectives 2011:**

1. School Management Committees (SMCs) established, capacitated and functioning with the active participation of their members to address issues of access, quality and gender equality in schools;
2. The draft law of Complementary Basic Education passed, financed and implemented;
3. The UTDBE program to continue in Northern Ghana.

**Results achieved in 2011 (outcome/output level):**

- 80 SMCs capacitated in the 4 districts financed through the frame (amongst others in the education rights of the child) resulted in up to 8% increased enrolment in some of the communities and self-initiated school feeding programs are implemented in 6 communities. In 2011, 56 SMCs (70%) implemented their annual
action plans (e.g. feeding program, building classrooms, electrical cables to schools for night studies, generators and computer procured, kitchen made for feeding programs etc.);

- Gender parity has raised in one district from 0.85 to 0.99, due to the work and gender sensitization of the SMCs, and 6 bye-laws concerning hindrance for girls education have been enacted;
- 100 SMCs and PTAs in the ACE wing school project have been further capacitated and are advocating and requesting Ghana Education Service and District Assemblies to absorb the wing schools and providing logistics, trained teachers, furniture, school buildings, textbooks etc.;
- The Government of Ghana applied $75 million from the Global Partnership for Education Fund, amongst others with the objective of passing the draft Complementary Basic Education policy and supporting implementation of models, that have proved effective, e.g. the CEP and the Wing School models;
- Based on the advocacy undertaken by the Complementary Basic Education (CBE) Alliance, DFID made a commitment to finance CBE directly from 2012-2015 at a cost of GPE12 million. IBIS supported her partners to actively engage in the coalition and is a support member herself;
- IBIS has supported the Northern Network for Education Development (NNED) in advocating for the continuation of the Untrained Teachers Diploma in Basic Education (UTDBE), which has resulted in an extension of the program in Northern Ghana in 2011. The outcome of this is that 4000 untrained teachers will be able to be trained through UTDBE in the years to come.

Assumptions and risks
In the ACE wing-school project it is still to be seen if the District Assemblies will sustain the untrained teachers in finalizing their UTDBE, after project end, and whether the teachers will be absorbed on government payroll when they have become qualified teachers. The 2 districts have already absorbed most of the schools in 2011 and will finalize this in 2012. A needs assessment of the two districts made by Local Government Denmark (KL) identified serious obstacles for absorption, as the decentralization process of Ghana is not handing over the financial resources to the decentralized level as much as expected.

One of the TP assumptions is that the Government of Ghana continues to encourage the participation of national and international CSOs in the education sector, but also that civil society continues to develop as a strong voice for the educational rights of all people. A risk related to this is the development, strength and accountability of the education networks, and whether they are sufficiently committed and able to ‘lift up’ local evidence for regional or national advocacy. The two main networks GNECC and NNED, with which IBIS cooperates, have experienced serious problems with capacity, resources and strategizing as a network. There has been a tendency for the networks to be organizations themselves and thus not accountable enough to their membership. Therefore IBIS has initiated a longer capacity development and OD support to GNECC and NNED, involving the membership actively in the process.

Important aspects from reviews and evaluations
A Formative Monitoring Mission (FMM) took place in the autumn 2011. Overall the FMM team was impressed with the achieved results; however, challenges in achieving the set objectives were also identified.

The main recommendations and lessons learnt included: 1. Complete the on going phase of organisational development (OD) processes with the partner networks and support the implementation of the collective conclusions reached with their membership; 2. Develop documentation showing the cost breakdown, performance and outcome of the Girls Model JHS to facilitate district, regional and national advocacy; 3. Create deliberate space within partner meetings for reflecting analytically on what worked, what did not (and why) and teasing out lessons and best practices for replication and/or advocacy.

The TP has worked consciously with these recommendations and is reporting every 4 months on progress.

3.1.2 Sierra Leone

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<tr>
<th>General Information</th>
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<tbody>
<tr>
<td><strong>Thematic Programme (TP)</strong></td>
<td><strong>Education for Change 9509/10083</strong></td>
</tr>
<tr>
<td><strong>Programme Period</strong></td>
<td><strong>Donor(s)</strong></td>
</tr>
<tr>
<td>2009-2014</td>
<td>DANIDA frame, Masangas Venner, Saga Nordic, International Rescue Committee, UNICEF</td>
</tr>
<tr>
<td><strong>2011 Total Exp.</strong></td>
<td><strong>2011 Frame Exp.</strong></td>
</tr>
<tr>
<td>DKK 9,577,642</td>
<td>DKK 7,260,718</td>
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</table>
Programme Objective

Communities and education actors at local, district and national level work actively for children and youth in marginalised areas of Sierra Leone to achieve their right to accessible, relevant, gender-sensitive, quality education.

Programmes/projects under TP

UNICEF: Enhancing educational quality in Kono district, Masangas Venner, IRC: CREPS

Background information

IBIS’ work in the post-conflict country of Sierra Leone started with an Education in Emergency program, financed by EU, in 2006. This experience served as a steppingstone for establishing the TP in 2009 which is now in the middle of its first phase. The annual objectives have been increased with additional ones to reflect a broader spectrum of the results achieved. No review or evaluations were carried out.

Achievement of results in 2011

Specific Objective 1: Increased access to, participation in and completion of primary quality education and other opportunities for alternative education have been achieved for out-of-school, community school and public school children, and youth in targeted areas, with emphasis on girls.

Annual objectives 2011:

1. Civil society organisations sensitize, develop and start implementing action plans with stakeholders on education issues in all chiefdoms and program communities;
2. 1,800 out-of-school children and youth entering formal or accelerated education;
3. 200 former CREPS students enrol in vocational training and of these 80% complete.

Results achieved in 2011 (outcome/output level):

- Chiefdom Education Committees (CECs), School Management Committees (SMCs), Community-Teacher Associations (CTAs), Mothers Clubs and Youth Groups in all 14 chiefdoms and 41 communities produced action plans, implemented and monitored these;
- School Management Committees (SMCs), Community-Teachers Associations (CTAs) and Chiefdom Education Committees (CECs), school staff and students in the 41 communities were capacitated by IBIS CSO partners in the content of quality education, laws on child labour, child protection and safe school environment resulting in changed attitudes towards education;
- Additional 260 out-of-school children and youth enrolled in formal public schools as a result of the above;
- 1,623 out-of-school children and youth enrolled in CREPS (accelerated primary education), of which 46% are girls. In 2011, 374 children and youth finalized the complete CREPS funded by IRC
- In 2011, 205 CREPS students participated in vocational training in community based centres. 57 students (out of 63) completed training in sewing, weaving, motorbike repair and carpentry, and 138 students (out of 142) completed an agricultural training. Two agricultural associations and two sewing workshops were established in 2011 by CRESP graduates;
- 167 (110 male and 57 female) untrained teachers were all promoted in August 2011 to the final year of the distance education program (to be finalised August 2012)
- 96 School management Committees further capacitated and SMC Cluster Forums established (SMCs, heads of schools, district council ward councillors, local chiefs, District and Chiefdom Education Office representatives) in order to share knowledge and experiences and establish strategies for overcoming the existing challenges.
- Additionally, The TP supported the organisation of 3 education forums consisting of all relevant CSOs, CBOs and District Education Office (DEO), giving civil society the opportunity to raise critical issues of education delivery. At the November meeting an update on vocational skills training was presented to advocate DEO about the education rights of youth, as there are no government sponsored vocational training in Kono district.

Specific objective 4: Accountability and governance in the education system at local, district, and national level have been improved and interface between communities, civil societies and authorities has been strengthened at all levels.

Annual objective 2011: At least one education issue is up-scaled from the district to national level.
Results achieved in 2011 (output/outcome level):

- The TP supported a research of the Girls’ Education Fund and possible misspending in the district. The research was carried out by the Independent Monitoring Team, consisting of local CSOs, supported by IBIS and validated by the District Education Office (DEO) and Local Councils. The national EfA coalition, supported by IBIS, used the data and findings of the research and shared them with UNICEF, the World Bank, the Ministry of Local Government and Rural Development and the Anti-Corruption Commission. These institutions all used the research in different ways in order to improve the fund disbursement and set up transparent systems on the use of the Fund;

- Findings and recommendations from the research on School Related Gender-Based Violence (carried out by Concern and IBIS in 2010) were used by IBIS staff and CSO partners, particularly in the Kono district (one of the research areas) as basis for their work to deal with the hindrances to girls’ education;

- A coordinated effort of IBIS EfC and Governance programs has influenced that the Diamond Area Community Development Fund (DACDF), accruing to the communities from mining revenue, should be used to support education interventions. As a result, one chiefdom has used these funds to support their local Untrained Teachers Distance Education.

Assumptions and risks

The main assumptions are, that civil society action on access and completion issues leads to active engagement at the chiefdom, district and national level, and that duty bearers involve civil society organizations in education plans and policies.

It has been proved, that working closely with hard-working and committed government institutions is key to success. In the Kono district, the new Deputy Director of Education has strongly supported IBIS’ and the partners’ work, which has yielded improved involvement of DEO/Council supervisors in rural activities. It has also been seen that establishing a national forum on education is crucial to establishing greater cooperation between national Civil Society in order to effectively influence policies and promote changes.

Important aspects from reviews and evaluations

No reviews or evaluations were conducted in 2011.

3.1.3 Liberia

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<th>General Information</th>
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<tr>
<td><strong>Thematic Programme (TP)</strong></td>
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<tr>
<td>Programme Period</td>
</tr>
<tr>
<td>2011 Total Exp.</td>
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<tr>
<td>Programme Objective</td>
</tr>
<tr>
<td>Programmes/projects under TP</td>
</tr>
<tr>
<td>Background information</td>
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</tbody>
</table>

Achievement of results in 2011

Specific objective 2: Quality education is improved in the programme area, with focus on participatory methodologies, subject content, and life skills that support the development of active citizenship, gender-sensitive and contextually relevant approaches.

Annual objectives 2011:

1. 50% of upgraded ALP teachers have increased teaching capacity and apply participatory, child centred, and gender-sensitive teaching methodologies in the classrooms;
2. Improved learning outcomes (all learners: female and male);
3. Special preparatory training for female teachers piloted in the programme area.

Results achieved in 2011 (outcome/output level):

- The Knowledge, Attitudes and Practice (KAP) survey and the baseline carried out in 2011 show that more than 50% of teachers have increased teaching capacity. They indicate that the teachers have the knowledge of and positive attitudes towards participatory, child centred and gender-sensitive methodologies but still find it difficult to change their own practice;
- 84% of all enrolled students in ALP III participated in the final test, and 86% out of them passed (47% girls). 78% of the ALP graduates monitored by the EFC continue in school (7th grade);
- In order to respond to the great challenge of increasing the number of female teachers (at present in RRP 18% and in ALP 29% are female) EFC has designed and carried out three training workshops and continuous supervision for all involved female teachers in order to support their capacity in the classroom
- One of the main challenges in 2012 will be to further improve teachers’ pedagogical practices towards a more child centred learning. A strategy opted for will be to adapt the teacher training to include more practical training in the classroom. IBIS also continues applying the cluster training approach. Furthermore, through the baseline-survey in 2011 several tools were developed and/or updated to collect/analyse information about qualitative aspects of education. IBIS will use these tools to improve monitoring of quality, and also use the collected information to advocate for improving qualitative aspects of education.

Specific Objective 3: Accountability and governance in the education system at local, county and national level are improved, civil society is strengthened and engagement between communities, civil society and education authorities is enhanced.

Annual objective 2011: 60% of the Parents and Teachers Associations (PTAs) and students’ councils in the programme communities are established and functioning with 30% of active participants being girls and women.

Results achieved in 2011 (outcome/output level):

- Parents and Teachers Associations (PTA) are IBIS’ main civil society partners. All components within EFC have worked to establish PTAs through mobilisation and training of 57 PTAs across 5 counties (with 945 members). As a result all 27 PTAs in ALP schools and 19 out of 30 PTAs (63%) in RRP schools have developed activity plans (to be implemented in 2012). An external review by UNICEF and MoE on ALP highlighted IBIS’ impact on empowering communities as part of their report conclusions. 40% of all participants in PTAs are women.

The level of participation and influence of the female PTA members will be further examined in 2012. A challenge in working with PTAs is to take successes to the next level of empowering communities to demand increased access and quality in the South East region. A study on best practices and challenges for PTAs will be commissioned in 2012 in order to determine and make recommendations on how to improve the work.

Assumptions and risks

Ministry of Education (MoE) recognises and starts to actively address the dire need for increasing the number of trained and qualified teachers in the South East of Liberia.

Although the need for qualified teachers is big in Liberia, the MoE suspended the in-service training in 2011. The in-service training has previously been used for training and certifying teachers already in the classrooms. MoE explained that the training was not sufficient and that in-service training should be up-grading for certified teachers. It is still unclear what MoE intends to do. But it means that only pre-service training takes place in 2011/2012 and many teachers who passed the entrance test for in-service training do not get the opportunity for teacher training this year (2011/2012). IBIS advocates for a longer distance learning programme, e.g. at least 2 years. To influence this IBIS has met with Liberian Teacher Training Programme (LTTP) and the MoE.

Government of Liberia provides a sufficient annual budget to education in order to enable local authorities to work effectively in the Counties and the Ministry of Education’s decentralisation plan provides effective space and capacity to civil society partners to engage in the process.

The revised Education act proposed decentralization of educational provision and management through establishment of school boards at county and district levels. School Boards are part of the structures established
through an amendment to the Education Sector policy. The role of School Boards is generally to provide and manage all education activities, from appointing County Education Officers and District Education Officers to preparing budgets and disbursing of school grants. County School Boards were appointed in the 4th quarter of 2011 and held their first meetings. The School Boards received money from the central level MoE late, so they have not shown their capacity yet. IBIS will follow the work of the School Boards to ensure that transparency and proper accounting of resources are channelled to the schools.

**Important aspects from reviews and evaluations**

Through the ‘Study of young people finalizing Youth Education Pack (2011)’ carried out by an IBIS intern it became obvious that it is difficult for the youth to move from being a learner at the YEP centre to become a graduate taking care of and providing for themselves and most probably their family. The TP partners cooperate to improve the transition through including a variety of stakeholders (communities, local authorities, businesses etc.) and a specific plan is prepared for transition of learners from Education for Youth Education Centres and YEP to being graduates.

### 3.1.4 Mozambique

| General Information | \n| --- | \n| **Thematic Programme** | Education for the Development of Rural Communities (EDEC) Thematic Programme (TP) \n| **Programme Period** | 2008-2011 \n| **Donor(s)** | DANIDA Hempel, FUNDEC \n| **2011 Total Exp.** | DKK 10.649.145 \n| **2011 Frame Exp** | DKK 10.548.943 \n| **Programme Objective** | Women and men, girls and boys in rural areas use good quality education as a vehicle for their development as active citizens, able to participate fully in a representative civil society promoting social justice and sustainable change. \n| **Programmes/projects under TP** | Happy Child Centre \n| **Background information** | The Education TP - EDEC ended in October 2011 one year earlier than planned. A final evaluation was carried out in July 2011. Lessons learnt, as documented by the final evaluation have been discussed and analysed with staff and partners, and used for the development of the new education TP EPAC (2012-2016). A shift in approach towards increased implementation with and through civil society partners has happened in 2011. This has implicated a change in IBIS’s role, and therefore EDEC has in 2011 continued to strengthen staff competences and strategies for supporting partners. Support to a total of eight partners has been emphasized through a 2-legged approach: basic capacity development training and supervision/coaching partners in the field. \n
#### Achievement of results in 2011

**Specific objective 2:** Teachers make good quality child-centred education a reality for learners in rural primary schools.

**Annual objective 2011:** 50 % of rural primary school classrooms within the program meet agreed set of quality criteria (lessons well prepared, learners able to express their understanding of subjects studied, lesson content appropriate to learners’ reality, teachers and learners able to use mother tongue to assist learning, use of participatory methods, as well as existence of a constructive relationship between teacher and learners).

**Results achieved in 2011 (outcome/output level):**

- In 2011, the TP provided further training to 901 teachers (67% of all teachers covered by the programme) in the target areas. Teachers have been trained by IBIS in collaboration with the Teacher Training College (IFP) in Alto Molocue and local trainers from Milange;
- Out of all the classrooms monitored closely by EDEC (40 classrooms), 58% met the set quality standard. In all the monitored schools (20 schools), 80% of the teachers include local content in lessons, and this way valuing and promoting a more relevant education.
Based on experiences and learning from the earlier interventions, EDEC has in 2011 consolidated its teacher training programme. The achievements in terms of quality are attributed to intensive supervision of teachers, where critical on going dialogue between teachers has resulted in learning and change in use of methods. The partnership with the Teacher Training College (IFP) of Alto Molocue has been successful. The College was elected among the best of all the IFPs in the country due to its organizational and trainers performance, and was selected to pilot the new model of teacher training to commence in 2012.

Due to lack of time for the necessary formal processes, the recognition by Ministry of Education (MINED) of the participatory teaching manual developed as a result of experience from the field by EDEC, did not take place in 2011. However, plans are set to hold a workshop with MINED in 2012 to discuss the learning/best practices from implementation, and lobby for replication and adaptation of the EDEC learning in other areas of Mozambique. Lack of systematic documented data for completion rates for primary education in IBIS supported school, makes it impossible to measure EDEC’s results in this regards. EDEC has in 2011 been working on strengthening its monitoring system and a new baseline is planned for 2012.

Specific Objective 4: The relevant civil society organizations (CSOs) at local level as well as at national level advocate for rights-based child friendly quality education, children’s rights and girls and boys equal integration in and completion of formal education.

Annual objective 2011: The situation of children’s rights, quality of education, equal integration of girls and boys in education, and completion of formal education in relevant TP areas, is known and brought on the agenda of local and national CSOs.

Results achieved in 2011 (outcome/output level):
- With support from EDEC, two school board (SB) district associations function in IBIS target districts in the province of Zambézia by the end of 2011. The associations provide training and support to individual school boards with their work at schools and keep a dialogue on education with the district government;
- In 2011 EDEC trained 75 school boards (93,7% of the planned). 32 SBs were trained by school board associations and 43 SBs by IBIS. This strategy ensures sustainability after the departure of IBIS;
- IBIS experience with supporting SB forums has been taken to other provinces, as Magariro (CSO) in Manica and Udeba Lab (CSO) in Gaza, have replicated the model and started 4 SB district forums;
- With support from IBIS and other stakeholders, Mozambique’s National Coalition for Education for All (MEPT), has in 2011 in collaboration with local CSOs carried out a study on girls’ access to and attendance in formal school. The study concluded that equity between girls and boys in education is still far from being achieved, and that what keep girls out of school is poverty, early marriages and sexual abuse. MEPT has shared and discussed the report with MINED, who has launched a campaign against sexual abuse of girls, and also taken other initiatives such as creating of gender nucleus in MINED province/district institutions and promotion of gender training.

EDEC has designed a school management monitoring card which serves as a tool to identify and communicate needed improvements at primary schools. The card has been translated into the local language used in the area, and has been used by the SBs to monitor school management. One SB association has used data collected for advocacy when participating in district consultative council. School board monitoring of the local education fund was also introduced in 2011, and has already by now shown to increase the accountability and transparency in the use of the funds. If thoroughly documented by IBIS and partners, this is expected to have a considerable impact on educational quality even beyond the project boundaries as it can be shared and used by other actors in other areas.

Assumptions and risks
One of the TP assumptions is that the Government of Mozambique continues to encourage the participation of national and international CSOs in the education sector. It is worth mentioning that even if the formal institutions required for the full exercise of citizenship are to a large extent in place in Mozambique, these elements are confronted by a culture and practice that works counter to the exercise of such freedoms. For example the lack of access to information and knowledge on rights, legislation and procedures with regard to associations is a general problem among CSOs. The new TP will take this in consideration and together with the IBIS governance programme work on strategies on how to best mitigate the risks related to this.

Important aspects from reviews and evaluations
Adapting the EDEC developed methods for use at local teacher training college has been successful and should
be further strengthened. The EDEC final evaluation mentions this as a key strategy for sustainability of IBIS’s many years of work in teacher professional development. In addition, continuous monitoring of the actual teacher practice needs to be strengthened. The evaluation recommends improved monitoring of what children learn and how they use what they have learnt in life/or as part of further studies.

In accordance with recommendations from formative monitoring in 2010, the EDEC TP has successfully put emphasis on linking support to the MEPT (National EfA coalition) advocacy work with support to evidence based research from the province, carried out by local civil society partners there.

3.1.5 Angola

### General Information

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<tr>
<th>Thematic Programme (TP)</th>
<th>Education Thematic Programme (ETP)</th>
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<tr>
<td><strong>TP Period</strong></td>
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<tr>
<td><strong>Donors</strong></td>
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<td><strong>Frame Exp.</strong></td>
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#### TP Objective

The right to basic education of quality – an education that serves as a way out of poverty and contributes to a democratic and just Angola – is achieved by all – girls, boys, women and men.

#### Programmes/projects linked to the TP

- The Accelerated Learning Programme (ALP)

#### Background information

In the end of 2011, after almost ten years of support to the education sector IBIS has closed down its education thematic programme (ETP) and thereby all its activities in Angola. This report covers results achieved during the total TP period.

### Achievement of results 2009-2011

#### Specific objective 1: Local communities and Civil Society Organisations (CSO) are actively dedicated to the promotion of Education for All (EfA) as key stakeholders vis-à-vis schools, local education departments and other education officials around issues of school development, school management and educational policies.

#### Programme indicators

1. Partners/ collaborators of IBIS are implementing activities to animate the functioning of 50 Patent Guardians Committees. 70% of the PGCs animated are aware of their role, and realize activities aimed at improving education in their communities.
2. The EfA network in Kwanza Sul holds regular meetings and its contribution to advocacy at national level influences the formulation and approval of relevant education policies.

#### Results achieved (outcome/impact level)

- 62 PCGs were formed and trained by IBIS in collaboration with government and three local CSOs. The formative monitoring mission in 2010 confirms that the majority (over 60%) of PGCs were functional.
- The work has encouraged PGCs to exercise their right to participation in relation to education issues and PGCs organize various activities aimed at improving education in their communities e.g. monitoring of teacher absence and making home visits to encourage greater school attendance especially by girls.

The animation process of 62 PGCs followed a pattern of learning moments during a period of two years: mobilisation, initial capacity building, and continuous meetings for reflection, exchanging experiences at municipal/provincial forums and planning/monitoring. Efforts were made to involve women more in animation and as members in the PGCs (in terms of presence and participation). Experiences and learning from this process have contributed to a well-documented model for animation of PGCs and a number of easy-to-use support materials, such as the Animators Manual and a film exist to assist different actors in future PGC animation work. In a long-term perspective, it is likely that the experiences from IBIS are shared with other provinces and result in a stronger focus at all levels throughout Angola on the importance of building strong relations between the local community and the school.
In the two last years of the programme, three specific training courses, two forums and one conference were organized for the purpose of strengthening coordination, as well as the organizations’ and participants’ skills and knowledge to PGC animation. This contributed towards improved capacity and dialogue between actors, and gradual hand over of animation activities to a coordination group that will sustain the activities in Kwanza Sul.

- The EfA network in Kwanza Sul is stronger – has 14 permanent members – and is better organized than it was before it received support from IBIS. The network has carried out various advocacy activities that have contributed to and influenced discussions of educational issues: including hosting of and participation in debates, marches in favour of EfA during Global Action Week, visits to schools and case studies. Among the issues raised has been gender equality in education.

The EfA Network has been successful in uniting local civil society and building capacities to advocate for education issues. Although there has been little systematic work for influencing formulation and approval of education policies, there are examples that the EFA Network has contributed to and influenced discussions of educational issues at the provincial and national level – among government and civil society actors.

**Specific objective 2: Men and women obtain functional literacy, knowledge, skills and attitudes that contribute to the improvement of their daily lives.**

**Programme indicator**

1. 1500 adults/year benefit from the literacy program implemented by program partners, develop capacities to improve their own lives and that of the community or they have the capacity to continue benefiting from formal education.

**Results achieved (outcome/impact level)**

- Youth and adults, in particular women, in Kwanza Sul have had improved access to education. Participation numbers of 1500 have been reached and surpassed through direct and indirect support to two adult literacy CSOs:
  - In 2009 Angolan Adult Education Association (AAEA) reported on 1508 participants, 71% female and in 2010 on 5704 participants, 70% female.
  - In 2009 the Sisters of SV reported on 756 participants, 93% female and in 2010 on 997 participants, 66% female.
- Increasingly satisfactory learning results in reading, writing and numeracy skills – as measured by the AAEA participants and facilitators themselves through the LAMP (LAMP - a monitoring and evaluation program for literacy training developed by UNESCO to measure progress in writing and reading).
- Principles of citizenship strengthened among the participants, facilitators and coordinators (as measured by the Most Significant Change Method) – with some participants going on to become facilitators/teachers themselves. Others have come to contribute to their communities in other ways, for example through participation in PGCs.
- Through the professional development processes provided by the ETP the literacy facilitators/area coordinators/provincial technical team of the local partners have improved their pedagogical practice and have learned monitoring methods and how to evaluate their participants, thereby contributing to improved quality and results.

IBIS’ strategic partner AAEA has received technical, organisational and financial support in a variety of ways. IBIS provided substantial financial and training support to AAEA in creating its own monitoring system in alignment with both donor demands and the REFLECT participatory evaluation system and ideals. In doing this, AAEA has been a pilot experience for the global REFLECT community in adapting a global M&E guide to a local context. Furthermore, through its programme activities IBIS has supported dialogue, learning and coordination of youth and adult education practices between civil society and government at municipal and provincial level.

**Specific objective 3: Girls and boys in selected municipalities have access to and complete a quality accelerated learning program. Jointly with boys and girls in the formal primary education, they benefit from having teachers with improved pedagogical practices. These innovative models and practices inform government policy.**
Programme indicators

1. Accelerated learning classes offer education opportunities to a total of 5000 learners in selected municipalities until 2011:
   - 80% of the enrolled pupils in the ALP show competences in the subjects learned;
   - 75% of the pupils in the accelerated classes complete elementary school, having thus the opportunity to enter secondary education.
2. The government adapts the ALP, taking into account the lessons learned through the reports on experiences in Kwanza Sul.

Results achieved (outcome/impact level)

- Overall the IBIS supported ALP program has contributed to that more that 25,000 young girls and boys in the province Kwanza Sul have over the years gained access to a quality accelerated learning program.
- Successful operation of all 3 modules/levels of ALP in 4 municipalities, where IBIS supported directly the Provincial Directorate of Education (DPE) in implementing ALP:
  - In 2011, a total of 982 students in the 1st module (49% girls on average), 2873 students in the 2nd module (45% girls on average), and 2474 in the 3rd module (37% girls on average) were enrolled in the four selected municipalities.
  - In terms of completion rates and final test scores, an average 83% of the originally enrolled students of the 1st module completed the module and 66% passed the final test in 2010. In the 2nd module, 82% completed the module, 66% passed. In the 3rd module, 84% completed the module, 72% passed the final test.
  - The learners have become more active and are cooperating in their own learning, making presentations of their work, writing compositions, and discussing topics with classmates.
  - The ALP teachers and supervisors are changing their teaching methods, encouraging positive and motivating relationships with the pupils and introducing participatory work.
- ALP in Angola has proven to be an efficient accelerated learning program: Internal research from 2009 and an external evaluation from Save the Children have shown that the students in ALP classes have reached a competency level in reading/writing and maths higher than in the comparison classes in the formal school system.
- Although full gender parity has not been achieved in ALP classes, ALP is already proving an important vehicle for girls’ education, due to mobilisation of girls, parents and communities according to the ALP supervisor team.
- The provincial coordination body is stronger, more cohesive and better organized internally.
- Guidelines, documents and a film to assist teachers and supervisors have been produced and distributed.

The Angolan government has adopted the ALP within the government framework in the province of Kwanza Sul, promising financial resources for its continuation after 2011. Learning from the ALP experiences in Kwanza Sul and expanding these experiences to other provinces are taking place, e.g. with support from UNICEF funding.

Most important lessons learnt

It is imperative to prioritize relevant and continuous capacity building of educators (PGC animators, literacy facilitators/supervisors/trainers and ALP teachers/supervisors) and secure good M&E practices, leadership presence and sufficient supervision and support to staff/partners/collaborators in the field. This is necessary to ensure that the educators understand their role and carry out a quality job as understood and aimed by IBIS. This goes hand in hand with a realistic assessment of the internal capacity in the implementing organization.

Working within a short timeframe securing sustainability has been a priority from the start of the program. The ETP has invested resources in the following interlinked strategies in order to make sure that the ETP outcomes/achievements continue after IBIS leaves:

- Advocacy – aiming at securing that the program, together with the partners, actively takes part in empowerment, dialogue, evidence based advocacy and lobbying that aim to contribute towards the fulfilment, promotion and protection of the right to education for all in Angola.
- Partnership – enabling civil society partners to assume full responsibility for programme implementation through a conscious and well-planned capacity building process, both organisational and methodological.
- Close cooperation with the government - within the general frame of ALP and the PGCs has created trust and confidence in IBIS as a serious and supportive actor – e.g. in the areas of building staff capacities and
organizational development processes. IBIS has maintained a critical and questioning position that has sometimes been adopted by actors internally in MED.

- Programmatic competence development – internally for IBIS staff and for civil society as well as government institutions – in order to secure programmatic capacity and quality of interventions.

Assumptions and risks
Assumption: Personnel and partners with relevant competences and of an acceptable level are available for the implementation of program activities.

Unfortunately it has not always been able to find staff and partners with relevant competences and of an acceptable level. The program has invested since the start in building the strategies upon existing resources (e.g. by choosing to work with an already established NGO such as AAEA and with trainers and teachers who had already been involved in Teacher Emergency Programme), and around competence development.

Assumption: That the donors and international agencies, the institutions that function in Angola, including the Government of Angola, continue to have and increase their commitment to financing development projects and the education sector in Angola.

Unfortunately, the reduction in the flow of funds from the traditional funders and donors to education, such as the Nordic countries, is obvious. Even though the government has plenty of resources, civil society would need more financial support to become strong and organized in order to efficiently advocate for an increased prioritization of the national funds to education.

Important aspects from reviews and evaluations
The final evaluation of the ETP carried out in September 2011 confirms that: “IBIS’s programme objectives have been highly relevant to the context and the challenges faced by the local population. IBIS has achieved direct impact on the education political agenda and on the actual education implementation in the education system by working through civil society and government partners. Local civil society has grown stronger and more connected and has contributed to raising political debates and pushing government actors to act for better education opportunities.

As the programme has been aware of its closure since late 2007 a large amount of thinking has gone into creating a good, effective exit strategy and planning for sustainability in all activities. Foundations and structures for continued work have been created, but on the other hand 3 to 4 years is a short timeframe for achieving the changes that the IBIS programme set out to achieve and challenges remain to consolidate the work. Sometimes the programme has had to compromise, e.g. in relation to the change triangle model for advocacy and the quality of the work. The time frame has been too short to secure quality and follow up in all areas; there have been too few employees to take up all tasks. It might therefore be relevant for IBIS and donors to measure the real impact and implications of leaving “early” at a later stage, 3-5 years from now. IBIS Head Office (HO) should consider how to support and develop alternative funding mechanisms in other thematic programs with similar situations in the future.

3.1.6 Bolivia

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Ecuador and Peru. Due to structural changes in IBIS, the activities in Ecuador and Peru were closed in 2010, leaving the TP to continue only in Bolivia. In October 2011, a final evaluation was carried out, focusing only on activities in Bolivia. A new country strategy and national thematic programme has been developed for 2012-2017, based on the findings and recommendations from the evaluation of the TPs, lessons learned and recent analysis of the national context, challenges and opportunities. The present report covers results achieved in Bolivia during the 4 year implementation period, although the objectives and indicators were defined for the regional TP.

Achievement of results during the TP period in Bolivia (2008-2012)

Specific objective A: Strategies for initial training and for in-service and continuous training for indigenous teachers in IBE have been created and validated in rural and urban areas, with the capacity to introduce innovations in the different levels within the education system, and to prepare their own curricula based on the needs, demands and knowledge of their peoples, guaranteeing their participation.

Programme indicators
- Male and female teachers trained and prepared for IBE in urban and rural areas within the education system*
- Local curricula and material produced with an intercultural approach based on the Cosmo visions of the indigenous peoples
- Pedagogic strategies with an IBE focus developed and implemented in urban areas
- Consolidated education community participating in the different processes of education administration
- Strategies for raising awareness among parents, teachers, leaders and authorities in order to increase and improve the participation of girls and youths in IBE experiences

Results achieved during the PT period (outcome/impact level)
The thematic programme contributed to promote and enhance intercultural bilingual education both in rural and urban settings. Partners supported by IBIS within the TP developed innovative education models, advanced in analysis and description of indigenous languages, training and capacity building of human resources for implementation of the models and the expansion of relevant, quality education. The most significant results are:

- **IBE in urban contexts:** Development of a bilingual education model (Spanish as first language (L1) and Quechua as second language (L2)) as a pilot project in public schools in Sucre and Potosí. The local partner Andean Action has developed and proposed new concepts linked to IBE in urban zones, such as contrasting, parallel and complementary bilingualism. 290 teachers were trained in the use of Quechua (oral and written) and participatory pedagogy. Although, some of the teachers still need more training to be able to apply the new approach in the classroom, this initiative had a positive impact on the children’s learning outcomes, self-esteem, and knowledge of their own culture, benefitting 5,500 school pupils in Sucre and 4,000 in Potosí. Important cooperation was established with the Pedagogic University of Sucre, and training in Quechua language and IBE were included in the pre-service teacher education.

- **Education model for the autonomous municipalities in the Highlands:** Two indigenous municipalities (San Andrés and Jesús de Machaca) designed a comprehensive education model / contextualised curriculum, in a process with broad participation of the education community and inhabitants – parents, teachers, community leaders, and indigenous authorities. The curriculum is in the process of being adapted to the national curriculum that was officialised at the beginning of 2012, and can serve as an innovative model for other autonomous municipalities. As part of the process, school directors and teachers (40) were trained in curriculum design, in coordination with the University of La Paz.

- **IBE Education model for Guarani - Chaco area in the Lowlands:** IBIS supported the indigenous Guaraní organisation in the design and implementation of a comprehensive education IBE model for the Guaraní people. The model includes curricular design for primary education, elaboration of education materials / text books for language and mathematics in Guaraní (pre-school to 3rd level of primary education), development of appropriate pedagogical methods for mother tongue and secondary language (Guaraní-Spanish). The model was gradually applied and tested in 50 schools; 150 teachers received intensive training and supervision in the classroom. Furthermore, 1,000 teachers from public schools in the Guaraní area were trained in participatory teaching and learning methods, bilingual approaches, Guaraní language, history and rights. This innovative experience has benefitted more than 3,000 children and contributed to
improved learning results, self-esteem among the children and change of attitudes towards Guaraní language and culture.

- Indigenous linguists and research / investigations on native language and cultures: 70 indigenous teachers finalised during the TP period their education as specialists in indigenous languages from the Lowlands, representing 18 different native languages, at the autonomous University Gabriel René Moreno in Santa Cruz. They acquired basic linguistic skills, capacity to apply this knowledge for description, analysis and reflection on their native language. This initiative is seen as an outstanding experience as native speakers from the Lowlands for the first time have been training as linguistics. The graduated linguists formed a network to continue on-going interchange and mutual support in continuing research and investigations. The academic work, e.g. draft grammar of 5 indigenous languages, small dictionaries and language descriptions will be published by the University. Based on the experiences, the university has established a research centre for indigenous languages and intercultural studies.

Specific objective B: Community participation of the indigenous peoples has been strengthened for the exercise of social audit over the education institutions, and through their organisations, they have carried out advocacy activities on public policies at a local, national and regional level to ensure an inclusive and quality intercultural bilingual education

Programme indicators
- Indigenous communities and organisations with the capacity to prepare relevant education proposals and to demand quality education
- Indigenous communities and organisations participate and advocate in local and national decision making spaces regarding education and exercise social audit.

Results achieved during the PT period (outcome/impact level)
The development of the new education models reported above all aimed at influencing the national education policy. Participation of the local community and indigenous organisations has been an integrated part of the programme and each partner project. Outstanding progress and results are:
- In the Guaraní project, the local partners APG and TEKO-Guaraní engaged in dialog and negotiation with the Ministry of Education, both at local and national level, resulting in the official recognition of the curriculum and teaching materials to be applied in all schools in the Guaraní linguistic area. One remaining challenge, however, is to ensure the allocation of financial and human resources.
- The IBE initiatives in Sucre and Potosí are carried out in continuous coordination between the partner organisation, parents / school boards, teachers, Ministry of Education, and the Municipality, all entities that support the further development of the positive experience.
- In the Machaca municipalities, 180 indigenous leaders and 850 community members were trained and achieved increased knowledge and skills on how to carry out social audit, particularly related to indigenous municipal administration.
- IBIS contributed to strengthening the Education Councils of Indigenous and Native Peoples (CEPOS) that have been institutionalised by the Ministry of Education as the legitimate interlocutor for dialog and negotiation. The CEPOS played a particular strategic role in the formulation of the new Education Law.

Specific objective C: The TP has contributed to increase the leadership capacity of indigenous man and women based on the recognition and appreciation of their cultural heritage, in order to promote and exercise their collective rights and strengthen the indigenous organisations

Programme indicators
- The realisation of non formal education programmes strengthen leadership capacity among indigenous men and women
- Revitalisation and development of indigenous cultures and languages for the strengthening of individual and collective rights.

Results achieved during the PT period (outcome/impact level)
Strengthening of leadership capacity is a strategic aim of IBIS’ partnership strategy and thus an integrated part of the thematic programme approach. Indigenous leadership schools are supported as joint activities of the education and governance TPs. The education TP contributed to:
- Elaboration of the training materials for the leadership training
In the Machaca municipalities, 55 male and female indigenous leaders were trained in intercultural municipal administration, and 480 community leaders acquired new knowledge on issues linked to Indigenous Autonomy (elaboration of constitution, production plan, organisation, roles and responsibilities etc.)

In the Guaraní area, parents and local leaders participated in awareness raising activities and training concerning indigenous peoples’ rights, Guaraní culture and history, the importance of education, among others.

The linguistic research on native languages and cultures (result of objective 1) contributed to position these at local and national levels. One particular project concerning the revitalisation of the Mojeño Language and Culture was supported by both the Municipality of San Ignacio de Moxos and the Departmental Directorate of Education of Beni.

**Most important lessons learned**

Participation of parents and community members in promoting, claiming, and monitoring quality IBE at local level is imperative in order to ensure effective advocacy at various levels and sustainability of the innovative models developed by the indigenous organisations.

To achieve quality education it is imperative to prioritise capacity building of teachers and supervisors. Training courses have to be followed up by supervision and counselling in the class room. This is necessary to ensure that the teachers understand and apply the new pedagogic methods and approaches to bilingual education learned at the massive training courses.

In the training sessions for indigenous leaders the use of both indigenous language and Spanish has varied a lot with a tendency to prioritise the latter as the participants often represent different ethnic groups. This situation constitutes a limitation, particularly for indigenous women who in general have had less education opportunities and consequently not learned Spanish. This makes women’s participation more difficult. It is vital to ensure non formal training in the mother tongue language, although this implies that the training sessions must be designed and carried out for only one linguistic group. It will, however, be a challenge to find qualified facilitators who control the native languages.

Unfortunately, the TP did not apply a specific gender focus or attention to girls’ education. The implementation of IBE does not necessarily resolve all problems related to coverage, retention and quality. In general, the situation of indigenous girls has not improved significantly. Although, parity in enrolment has been achieved, girls are still at greater risk of dropping out without completing primary education.

**Assumptions and risks**

The TP design was based on the assumption that indigenous organisations would prioritise and have capacity to influence national educations policy. The political context of Bolivia was favourable to the achievements of the positive changes and results. In 2010, the new education law was finally adopted, by large influenced by the experiences of IBE supported by IBIS. The envisaged education transformation is built around four pillars, being: 1) decolonization, 2) intra- and inter-culturalism together with pluri-lingualism, 3) productive education and 4) communitarian education. Currently the Ministry of Education is preparing regulations for the development and application of regionalised and contextualised curricula that respond to the linguistic and cultural characteristics and specific needs of the indigenous peoples.

Unfortunately, the education proposal does not sufficiently emphasize the importance of teacher training and professional in-service upgrading of the teachers. There has been a lack of conceptual clarity and information sharing with educators, who in many cases are resistant to fundamental changes. And there is a general shortage of both teacher trainers’ and future teachers’ indigenous language skills.

**Important aspects from reviews and evaluation**

The final evaluation of the Education for Change programme carried out in October 2011 confirms that the programme objectives and approach were highly relevant to the current context and challenges faced by indigenous peoples in achieving relevant, quality education. The evaluation highlights “that the bottom up approach applied has enhance the legitimacy of the education initiatives that reflect the interest and needs of the indigenous communities ”. The evaluation commended the role of IBIS as facilitator of participatory processes and the establishment of horizontal partner relationships.
The recommendation of the evaluation is to continue and strengthen the present approach and strategies in the new education TP, and if possible increase the size of the TP by additional financial resources from other donors in order to address the complexity of issues within education. Furthermore, the new TP should prioritise the development of initiatives aimed at youth in urban contexts, e.g. vocational training, civic and non formal education aiming at strengthening youth’s inclusion in political life, citizenship, cultural identity and linguistic heritage.

3.1.7 Central America / Guatemala, Honduras and Nicaragua

**General Information:**

<table>
<thead>
<tr>
<th>Thematic Programme (TP)</th>
<th>Regional Thematic Programme on Intercultural Education for Change</th>
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<tr>
<td>TP Period</td>
<td>2008 - 2012</td>
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<td>2011 Frame Exp.</td>
<td>DKK 7,147,372</td>
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<td>TP Objective</td>
<td>Indigenous peoples and Afro descendant communities assert their right to develop their own political educational project.</td>
</tr>
<tr>
<td>Programmes/projects linked to the TP</td>
<td>Teaching materials for preschool activities in Guatemala (Erik Thunes Legat)</td>
</tr>
</tbody>
</table>

**Background information**

The regional intercultural Education TP ended in March 2012, one year earlier than originally planned, due to restructuring of IBIS, closing the regional structure and strengthening the national offices and programmes in Guatemala and Nicaragua. Furthermore, programme activities in Honduras were faced out during 2010. New country strategies and national programmes were developed in second half of 2011, based on the findings and recommendations from the evaluation of the regional programme, experiences and lessons learned during implementation, as well as analysis of national contexts, challenges and opportunities. The present report covers results achieved during the total TP period.

### Achievement of results during TP period (2008-2012)

**Specific objective 1:** Organisations of indigenous peoples and Afro descendant communities develop articulated education proposals with own standards and sensitise relevant national societies and government instances in favour of a culturally relevant and equitable public education of quality.

**Programme indicators**

1. At least five in seven own education proposals agreed on among indigenous peoples and/or Afro descendant communities.
2. At least three in five curricular proposals of indigenous peoples and Afro descendant communities: Rama, Garifuna, Maya Mam, Maya Kaqchikel, Maya Ch’orti, elaborated under the principles of equality, equity and relevance in following aspects: prioritising of own cultural contents and interculturality contents; language management strategy, and gender approach.

**Results achieved during the TP period (outcome/impact level)**

IBIS partners, in the three countries, have designed and implemented their own innovative education models based on local context, culture and language, targeting different levels of education and ethnic group: pre-primary, primary, basic education and post-literacy, technical and vocations training. The proposals include curriculum development, teacher training, didactic methods, and education materials.

**In Guatemala** the most significant experiences developed are:

- Pre-school model for Mam ethnic population in the Quetzaltenango sub-region developed as a pilot experience in 20 communities, coordinated with parents, teachers, municipal authorities and the local teacher training centre.
- Intercultural Bilingual Education (IBE) model at primary school level for Kaqchikel ethnic population, a comprehensive methodological IBE model, that comprises curriculum, teacher training, education materials, pedagogical methods for IBE, parents organisation and community participation.
• Secondary education / vocational training for Q’eqchi youth, that includes development of a Tutorial Learning Model as well as the inclusion of additional themes like HIV/AIDS, sexual and reproductive health, ethnic identity, rights and community work.

In Nicaragua the most significant experiences developed are:
• Revitalisation of the Garífuna language and culture, using the language nest methods, and its application at preschool and primary level that included teacher training, development of pedagogical guideline and textbooks.
• In the Chorotega territory a new intercultural curriculum and teaching materials for social science at 3rd to 5th grade level was developed. Teachers were trained and are teaching the subject in public schools in Nueva Segovia and Madriz municipalities.

In Honduras:
• The indigenous organisation CONIMCHH designed and developed a training program for Ch’orti teacher in service with emphasis on the bilingual education (Ch’orti and Spanish), including the elaboration of didactic material and pedagogical guidelines

I all three countries, the partners carried out experience of on-going teacher training focusing on language, culture and didactic methods, contributing to enhance the teachers’ professional performance in the class room. An increased number of teachers are pro active and positive in relation to further development of IBE. The education proposals were developed involving the education community, teachers, parents and community leaders, contributing thus to raise awareness on intercultural bilingual education and increased commitment to demand quality education, access to IBE, etc. Some of the proposals still need to be improved in terms of terms of technical and pedagogical quality. This requires a long process from design of the models, testing in practice and adjustment based on the practical experiences.

Specific objective 2: The organisations and indigenous peoples and afro descendants have managed to ensure that the various Ministries of Education have strengthened the quality of education and broadened the outreach of the basic intercultural education by including linguistic, cultural and environmental characteristics and thus fulfilling the development aspirations of indigenous peoples and afro descendant communities.

Programme indicators
• Out of five own educational projects agreed on among indigenous peoples and Afro descendant communities, three are under negotiation with educational authorities.
• Sensitised municipal, departmental, regional and/or national authorities in favour of own educational proposals.
• At least one in three Education Observatories has systematised its experience and disseminates nationwide social control practices on IBE access and quality in basic formal and non-formal education, and a second Observatory has been created and/or strengthened, prioritises analysis on IBE quality, equity and relevance, and monitors the Education for All Campaign.

Results achieved during the TP period (outcome/impact level):
All partner implemented projects and initiatives aimed at influencing national education policies. Indigenous peoples’ organisations increased their capacity to develop and negotiate their education models and have proved the viability of Intercultural Education and Intercultural Bilingual Education.

In Guatemala
• The education proposals (the Mam pre-school and Kaqchikel primary school IBE curriculum and methodology) were continuously discussed and negotiated with regional education authorities. However, at programme conclusion the organisations had still not succeed in having their education models fully recognised and adopted by the Ministry of Education and included in the national education policy and practice in school.
• The partner organisation Ak’tenamit advanced in negotiation with the Ministry of Education for the formalization of the Tutorial Learning Model for vocational training piloted with Q’eqchi youth. The programme responds to the National Curriculum for vocational training and contributes to the inclusion of the cultural perspective. Today the programme is partly financed by the Ministry of Education and part of the national education budget.
• At national level, an Education Observatory was established that generated various investigations and reports on important issues related to IBE and quality education (e.g. public investment / budget for IBE, adult bilingual education and achievements in language and mathematics) to be used for advocacy purposed before the Ministry of Education. The national education coordination ‘CNPRE’ that is
responsible for the Education Observatory represents the indigenous people in the National Education Council.

- In cooperation with the national newspaper Presa Libre, the programme elaborated illustrative booklets and additionally teachers’ guides with contents related to the Mayan, Xinca and Garifuna peoples’ life and culture. 250,000 numbers of the booklets were distributed through the newspaper and were very appreciated by teachers and parents, due to the general lack of education materials. Furthermore, the each booklet contained information and fact about the Education for All Campaign and the right to education, contributing thus to the public discussion on national politic on education.

In Nicaragua
- Partner organisations in succeeded in influencing and contributed to improve the Regional Autonomous Education System on the Atlantic Coast (SEAR). The regional secretariat has agreed to incorporate in the national curriculum the Garífuna culture and language as secondary language, and strengthen language and intercultural teacher training. Furthermore, allocation of funds and teachers for IBE has been increased.

In Honduras
- The Ch’orti experience was successfully adopted by the Ministry of Education. Ch’orti language and culture is now integrated at primary school level and the Teacher Training Centre in the Western region.

The National coalition for Education for All (The DAKAR forum) developed a comprehensive proposal for the incorporation of IBE in the new Education Law (in 2009). However the negotiation process was interrupted and discontinued after the coup d’état in 2009.

Specific objective 3: The organisations and indigenous peoples and Afro descendants have ensured that women, youth and adults under alphabetization or within technical education continue the education and count on enhanced knowledge and abilities for their integration in the labour market.

Programme indicators
- At least 30% of literacy students (Honduras: AMIR and Nicaragua: FUPADE) continue their education in subsequent education levels (following initial and/or post-literacy), with RTP support. At least 50% have increased opportunities to improve their life conditions.
- 40% of literacy students (women, youth and adults) in RTP assisted projects participate in local development community processes.
- Of the youth participants, men and women, who have terminated their technical education in Ak’ Tinamit, 80% have been participating in community development processes, continued at university level or opting for better job opportunities within the level market.

Results achieved during the TP period (outcome/impact level)
Through the projects implemented during the TP period, women and men – both young people and adults – from different ethnic groups – have achieved improved knowledge and skills enabling them to enter labour market or improve production and commercialisation of local products.

- In Guatemala, the vocational training in ‘sustainable tourism’ and ‘community development’ implemented by Ak’tenamit contributed to the formation of young Q’eqchi men and women, more than 500 students finished their education during the TP period. Special attention was given to young women. Most of the students have obtained employment in the institutions / workplaces where they did their practice and some of them continue their studies at university levels.

- In Nicaragua, the vocational training in carpentry implemented by the partner FADCANIC at a boarding school proved to be an alternative way of ensuring education opportunities for young indigenous people from remote communities in RAAS. Additional achievement was the participation of women in traditional male technical training. The curriculum has been approved by the National Institute of Technology.

- In Honduras, the Lenca women’s organisation AMIR developed an innovative experience in adult literacy and education combined with micro projects and productive activities. 100% of the women (how many in total?) continued their primary education after the basic literacy course, by the end of 2011 up to 5th grade. Their daughters were trained by the Ministry of Education as voluntary teachers using the official curriculum, adapted to the Lenca culture. The education process contributed to the organisational strengthening of AMIR who demonstrated an amazing capacity to empower their members and defend their needs and rights.
Two literacy experiences implemented in 2008-2009 in Nicaragua and Guatemala did not continue post-literacy process due to lack of capacity within the partner organisations. IBIS did not have sufficient capacity to offer continuous professional support. This lesson learnt will be considered in similar actions in the future.

**Most important lessons learnt**

In order to have the education proposal adopted by the ministry, the quality of these have to be improve, in terms of the technical, methodological and pedagogical quality. This represents a significant challenge to the indigenous organisations that not always have these professional competencies among the staff that design the proposal and need more technical support from IBIS or other professionals. Furthermore, more time is needed to test the pilot experiences in practice in order to adjust and improve both content and methodology.

It is imperative to enhance and adapt the strategy for advocacy and synergy within the thematic programme before initiating TPS. The organisations also need to strengthen their advocacy capacity, coordinate effort and create alliances at different levels in order to achieve impact.

Further engagement of IBIS partners with governmental authorities must be promoted in order that achievements are institutionalised and with greater levels of sustainability. This includes continuous political coordination and professional dialog with the technical units of Education of Ministry. This might also guarantee that commitments achieved by education authorities are brought forward in transition from one government to the next.

**Assumptions and risks:**

The design of the thematic programme was based on two main assumptions that unfortunately did not develop as expected: 1) “That the Ministries of Education and in particular the instances responsible for IBE maintain their commitment to recognise the educational and cultural rights of indigenous peoples and Afro descendant communities, and 2) that governments grants grant political support, technical assistance and necessary financial resources to promote and spread basic IBE of quality and equitable technical education”

The negotiations and advocacy initiatives carried out by the partners evidenced the resistance of the governments to implement IBE or to improve the quality and relevance of education, particularly in Guatemala. Although a Vice Ministry of IBE do exist, the indigenous organisations did not experience positive attitudes or favourable decisions to their proposal, but rather faced obstacles, bureaucracy and denial of financial, human and technical resources. It should be recognised, that there in recent years have been progress in investment in universal and free public education, but the education policy remains largely monolingual and mono-ethnic with discriminatory, racist and exclusive practices.

**Important aspects from reviews and evaluations**

The final evaluation of the Education Programme carried out in June 2011 confirms that the programme objectives have been highly relevant to the context and the challenges faced by indigenous people in achieving quality education. “In the consultant’s opinion, according to the programme planning, the objectives allowed that as to date the organisations have a political position regarding individual and collective rights, conceptual and political tools to claim their educational and cultural rights and to improve their own educational proposal.”

The evaluation also pointed out, that the objective 2 and the expected advocacy results seemed to be too ambitions for a 4 year programme with limited resources and outreach. The evaluation highlighted the fact that it is not possible for indigenous organisation alone to influence and ensure fundamental changes in education policies, but require strong alliances with other actors, international donors and substantial political commitment from the government. “The incorporation of Intercultural Bilingual Education as a legitimate right for indigenous people and the development of national education system for all citizens in the region is a long term objective which demands continuous effort, resources and advocacy to achieve”.

Nevertheless, the evaluation also shows, the a closer relation between the Ministry of Education, teachers, indigenous leaders and parents was facilitated by the TP which has led to greater understanding of the importance of the development of national IBE programmes and quality education.

The meaning of interculturality is still to be discussed and defined, and it is imperative to involve the non indigenous population in these discussions in order to develop a more inclusive and intercultural society.
3.2 Citizens’ Rights in Governance

3.2.1 Ghana

**General Information**

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<th>Public Participation in Local Governance (PPLG)</th>
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<tbody>
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<td>Programme Period</td>
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<td>2011 Frame Exp.</td>
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**Programme Objective**

Poor people, especially women, organised and actively involved in shaping policies, influencing priorities and resource allocation at local and national level for more equitable development

**Achievement of results in 2011**

**Specific Objective 1:** Citizens participation increased in the formulation, implementation and monitoring of local government policies and programmes.

**Annual objective 2011:** Platforms created within the local government system in target districts for ordinary citizens, especially women to participate in decision-making processes and voice out their concerns.

**Results achieved in 2011 (outcome/output level):**

IBIS PPLG have supported and enabled partner organisations to create citizens forums and platforms in both the greater Accra Region and in the northern Regions. In some cases, these platforms have been institutionalised by citizens groups which have influenced local governance and government policies through active participation, as for example:

- Presentation in the communities of citizens’ assessment of the status and quality of basic service delivery, and advocacy based on the use of Community Score Cards.
- A PPLG Partner Platform formulated demands for accountable and transparent use of public resources in the Upper East Region because of suspected misappropriation of Community Teachers’ salaries by the District Director of the Ghana Education Service (GES). A committee was set up to investigate the issue and the GES Director was found culpable and expelled from the District GES office.
- Partner coalitions’ participated in Public Hearings on District Assembly’s Medium Term Development Plans and partner platforms demanding transparency and accountability in the execution District Assembly projects. This led to an increased level of transparency and restored trust between communities and duty bearers.
- There are examples of communities proposing an increase in basic tax rates or have pledged to pay additional rates to enable the District Assembly to deliver projects in their communities.

PPLG has been successful during 2011 when is comes to coordination between partners at the local level. Local level networks and coalition have actively engaged in dialogue with District Assemblies on a variety of different issues based on public hearings or data gathered through e.g. Community Score Card processes. In a few cases the PPLG has been less successful in facilitating coordination and synergy between local and national partner organizations. This means that the PPLG advocacy and budget tracking initiatives are almost exclusively targeting local level issues with rather limited outreach.

**Specific Objective 2:** Capacity of civil society organizations strengthened to mobilize their constituencies to demand accountability of government.

**Annual objective 2011:** Increased networking and coalition building among civil society groups at local and national levels
Results achieved in 2011 (outcome/output level):
During 2011, IBIS’ partner organizations have participated in capacity building workshops for strengthening competencies in: Community mobilisation, networking and coalition building; Community score card administration and analysis; Rights based approaches and public policy analysis; Increased knowledge of the Revised Decentralisation Policy - policy guidelines and implementation framework; OD and change process management skills; Skills in developing long-term plans through IBIS Partnership Development Plan processes; Financial management skills and fundraising capacity through IBIS training.

This capacity building has enabled PPLG partners to obtain the following results:

- Networking between local and national IBIS partner organisations to demand the implementation of government policy to allocate 2% of the District Assembly Common Fund to support People with Disabilities. 13 District Assemblies have opened bank accounts and transferred the majority of the relevant funds. 8 districts have disbursed money to enhance living conditions of People with Disabilities, e.g. paying schools fees of Disabled Children.
- Civil society coalitions supported by IBIS mobilized advocacy campaign against government paying lip service to the development of Northern Ghana and the marginalisation of the rural areas. Government quickly responded and transferred 30 million Cedis to the Ghana Accelerated Development Programme in the 2011 budget and allocated 200 million Cedis in the 2012 budget.
- Dissolving of dysfunctional partner Boards and reconstituting new Boards as well as restructuring their organisational structures through organisational development, policies, job descriptions etc.
- Partners and constituencies have engaged in interface with District Assemblies on concrete issues such as transparency in contracts with private sector companies, basic service delivery, water and sanitation etc, often using the Community Score Card.
- A process in the Upper East resulted in the formation of a 24-member local advocacy network, known as the Coalition of CSOs in Local Governance, with the mandate to do research based advocacy and disseminate information on local governance and decentralisation.

The PPLG in Ghana is doing very well in working with Partnership Development Plans with all partners in the programme. They achieve a good balance between strengthening the professional competencies, organizational capacity and administrative capacity. In the PPLG approach to strengthening partner organizations, it remains a challenge to have a clear and focused advocacy agenda as point of departure for collaborating with single partners or coalitions of partners.

Assumptions and risks
A PPLG programme assumption is that “more civil society organizations are committed to their role as watch dogs of the state and shaping of public policy agenda including the willingness to accept the challenges that go with this function as they see the benefits of rights-based programming”. PPLG’s approach to policy advocacy has been that the national CSO partners would automatically pick up the local level advocacy issues generated by the local partners and use the cases for advocacy a national level. This has not happened. The recent Formative Monitoring of the PPLG showed mutual lack of trust between the national and local level partners. This is caused by several factors, the major ones being that they both compete for the same funding from donors and that they both want to project their images and become visible and enhance their competitiveness on the issues they engage with. To enhance effective collaboration and collective ownership to advocacy work, there is a need for IBIS to facilitate the development of formal joint MOUs between the local and national level partners outlining the modus operandi in each advocacy process with a clear division of roles and responsibilities.

Important aspects from reviews and evaluations
The PPLG management and partner organizations are working consciously to responds to three crucial recommendations from the last Formative Monitoring Mission (FMM). First of all, PPLG has embarked on a process to slowly cut down the extended number of partnerships in the programme in order to improve quality and results orientation with a reduced number of mainly civil society partners. Secondly, the PPLG has strengthened the focus on creating synergy and coalition building between different types of partner organizations at both local and national level in order to respond to the third recommendation which emphasizes the challenge of combining local initiatives with national level lobbying and advocacy work around more structural issues related to the further development of the Ghanaian democracy.
3.2.2 Sierra Leone

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<td><strong>Programme Objective</strong></td>
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<td><strong>Programmes/projects under TP</strong></td>
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<td><strong>Background information</strong></td>
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Achievement of results in 2011

**Specific Objective 1:** Strengthened public and civil society capacity to facilitate interaction for pro-poor and accountable governance policies and practices in Sierra Leone.

**Annual objective 2011:** Harmonised strategies developed by CSOs working in partnerships on at least three pro-poor governance issues.

**Results achieved in 2011 (outcome/output level):**

- Partnerships in 6 CRRG focus areas initiated in 2011, in the area of i) good governance and extractives ii) gender iii) youth iv) civic education v) capacity building; and vi) budget advocacy.
- IBIS and partner KoCEPO facilitated the establishment of a Civil Society Platform in Governance in Kono District, consisting of 15 local CSOs working in the areas of Governance. The platform has met 7 times and held 2 consultations with line ministries and local council officials and published 2 position statements on GoSL’s ‘Agenda for Change’ (PRSP II) which was presented to the District Council on education service delivery.
- Consultations on district level about the establishment of a Community Development Fund (CDF) to support local development in mining communities was completed with the participation of 6 members of parliament; 3 Local Chiefs; 2 Councillors; representatives from 3 political parties; CSOs; the media and members of the public.
- A District Working Group has been re-constituted to actualize commitments on legal framework regarding community development agreements between mining companies and host communities and to follow-up on local governance and accountability issues. The group has participation of CSOs, politicians, paramount chiefs, youth and women representatives.
- A joint project with NMJD conducted studies into the mining contracts of two new big iron mines in Kono District, and this analysis contributed to the renegotiation of the contracts in order to increase taxes.

In 2011 the setting up of a CSO platform harmonized the effort of CSOs in the work on gender, youth, extractives, good governance and health. The budget work with BAN has so far influenced CS action in education and infrastructure in the district, and budget discussions at national and district levels

**Specific Objective 2:** Increased capacity and opportunities for ward development committees, chiefdom administrations, local councils, CSOs, youth and women’s groups to engage in local governance and development issues in Kono District.

**Annual objective:** Increased participation of Citizens, Chiefs, and CSOs in development planning and analysis of District Budget Oversight Committees’ reports by 15 %.
Results achieved in 2011:

- Increased CS participation in the district planning process. Citizens, chiefs and the ward development committees lead the process for the preparation of development plans of 3 wards. The work has influenced CS action in budget discussions at national and district levels and in education and infrastructure in the district.

- Simplified versions of the 2011 development plans of Kono District Councils and Koidu City Council prepared by partners. These were shared with INGOs, partners and members of district assemblies to secure alignment to community priorities and to identify areas of funding.

- Videos on the work and structure of Kono District Council and Koidu City Council have been displayed in 9 locations in 3 chiefdoms as an alternative form of civic education, sensitizing citizens on the structure, mandate and work of the of local councils.

- Training of 120 Ward members to engage in community development and implementation of development plans.


- Community consultations in 3 additional chiefdoms with partners informing a district dialogue forum session between citizens, councillors, MPs and Chiefs on accountable governance.

Cooperation with GIZ proved fruitful by increasing participation in the district planning process. The process brought citizens, chiefs and the ward development committees to lead the process for the preparation of 3 ward development plans. The programme also supported the local councils to identify ward priorities along similar lines in 24 other wards. The result of the two actions informed the review of the development plans of Kono District and Koidu City Councils for 2012.

**Specific Objective 3:** Women and youth groups organised and actively involved in democratic and decision-making processes at the national and local levels.

**Annual objective:** Issues on equality between youth and women’s right groups and the public sector addressed in at least three chiefdoms.

**Results achieved in 2011:**

- 65 rural female councillors, ward committee members and local leaders attended a meeting with female MPs, accompanied by the chairman of the gender committee in the Parliament. Town hall meetings completed in 9 chiefdoms in cooperation with local partner.

- Organization of youths via the Youth Platform in Governance and the District Youth Coalition including training for youths on relevant policies and laws. The training included 60 youths, drawn from 3 chiefdoms on the National Youth policy and 270 youths on the Mines and Minerals Acts 2009.

The programme also support youth to commit to the relationship between them and local authorities and commit to a protocol which will guide them to secure space for themselves in decision-making and community development. A youth platform was also set, and twined with the district youth coalition, to groom young people who have the potential to secure space in local governance. This has provided the basis for a number of local initiatives that can be linked to programme work on securing equality between women and youths in rural communities, which proved effective in increasing the number of women representatives in chiefdom development committees in all chiefdoms.

**Specific Objective 4:** Through OD the organisational capacity of civil society organisations as well as public sector counterparts to pursue their organisational missions is improved

**Annual objective:** Improved leadership capacity and facilitation practice of 6 IBIS partners during the program period

**Results achieved in 2011:**

- The programme supported the staff of 2 partner organizations to participate in the organizational development practitioner development programme (ODPDP) in 2011 which involved coach and mentoring trainings on core OD concepts. Furthermore, OD processes were conducted with 2 partner organizations that did not benefit from the trainings on ODPDP.

- The programme conducted OD transmission sessions to 9 local partners in Kono, where the learning from the trainings were delivered in 3 workshops.
Assumptions and risks
A program assumption is that government remains committed to decentralization and increased institutionalized participation of civil society in district development planning, budget oversight and monitoring and in extractives. This commitment of government to decentralization was reaffirmed in a National Decentralization Policy in 2010. The new policy provides a guide to government and key actors in implementing, strengthening, and deepening decentralization in the country, which reinforces the current decentralization process. Regarding civil society participation in development planning, budget oversight and monitoring, the framework for this lies in the decentralization policy and the Non-State Actors project in public financial management and reform project, residing in the Ministry of Finance and Economic development. The CS used this as a basis to influence the national budgeting in 2012, and are participating in national process to influence 2013 also on the basis of this provision. Another assumption was that the proposed reform of Chiefdom governance policy is aligned with local democratic systems to promote cooperation and synergy in the work of the chiefdom and local councils. The process for this reform of chiefdom governance was initiated by Government in 2011, with the endorsement of a Chiefdom and Traditional Administration Policy, after the enactment of a Chieftaincy Act in 2009. The rationale of the new policy is to ensure that citizens live in an environment of peace, stability and development, without disrespect for our customs and traditions. It builds on the foundation of chiefdom and traditional administration based on tradition and customary practices, and introduces modern principles and systems of administration. However the role of the paramount chiefs in communities affected by mining is not mentioned in the policy.

Important aspects from reviews and evaluations
A key recommendation from CRG FMM November 2010 was: “Future support should be directed less at hardware, aiming instead to assist civil society to consolidate their foothold at both local and national levels to better ensure that the planned change is not subverted”. The CRRG TP has successfully strived to follow this recommendation, and in 2011 the programme supported work on strengthening the organization of CSOs via setting up a District CSO platform on Governance. The action harmonized the effort of CSOs work in Gender, youths, extractives, good governance and health. The BAN network at national level benefitted from government openness for the participation of non-state actors in the 2012 budgeting process. Strengthened coordination and collaboration between CRRG and Africa Against poverty (AAP) supported national and global advocacy campaigns on extractives and revenue taxation.

3.2.3 West African Human Rights and Democratization (WAHRD)

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Achievement of results in 2011

**Specific Objective 1:** Civil society, media, state agencies and regional institutions are strengthened to increasingly contribute to the promotion of human rights, democracy and security at local, national and regional levels.

**Annual objective 2011:** The WAHRD Program Strategic Partners (West Africa Network for Peace Building (WANEP), Media Foundation for West Africa (MFWA), and Foundation for Security and Development in Africa (FOSDA) institute frameworks for stronger partnership among identified Civil Society Organizations, media organizations, state and regional institutions in Ghana, Burkina Faso, Ivory Coast, Guinea, Liberia, and Sierra Leone for promotion of human rights, democracy and security.
Results achieved in 2011 (outcome/output level):

- IBIS’ partner organisation Media Foundation of West Africa (MFWA) has strengthened a network of 17 monitors across the 16 West African Countries to monitor and report on violations of freedom of expression under its Campaign Monitoring and Action Alert programme. They issued 101 alerts which have brought pressure on governments to respect and protect free speech. For instance 19 journalists in opposition to the ruling government in Cote D’Ivoire fled the country because of threats of persecution. They have now returned with a commitment of the government to protect their right to free expression. The Alerts published by MFWA now constitute the basis for determining the Press Freedom Index of the West African countries.

- While 3 radio stations in Ghana have instituted programmes on local governance, 5 have incorporated local governance into existing radio programmes. This has given voice to citizens living in the catchment areas of the radio stations to participate in local governance and holding District Assembly members accountable. As a consequence, some of citizen’s development concerns have been addressed.

- IBIS WAHRD partner, Foundation for Security and Development in Africa (FOSDA) implemented an initiative that cover Ghana, Sierra Leone and Togo. It resulted in 1215 youths acquiring and deepening their knowledge of democracy, peace and human rights. The youth have received capacity building in research, effective written and oral communication and rights based advocacy, and values of tolerance, competition and peaceful co-existence. The youth have used their skills to participate actively in inter-school debates on topics like youth development, democracy, peace and human rights. This will prepare them to present proposals towards state authorities during 2012.

- FOSDA has also supported the Savannah Women Empowerment Group Ghana (SWEGG) with organisational strengthening, leadership development and advocacy skills. The women’s organisation grew from 200 to 700 members in 2011 covering now 3 northern regions and has actively engaged with traditional authorities and state ministries on issues related to women’s rights, widow’s rights, prostitution etc.

Synergy and results orientation is strong between the 3 regional partner organisations of WAHRD. However, when it comes to WAHRD partners’ synergy with other IBIS programme partners and programmes in Ghana and the wider West Africa, there is still a way to go. Although plans for synergy were agreed and partner organisations from all IBIS’ programmes recognised the importance of synergy and collaboration in order to improve results achievement and successful advocacy, the learning from 2011 indicates that further and closer facilitation from IBIS’ side is required to make synergy and joint advocacy happen.

Specific Objective 2: Civil society networks and media regularly perform joint analyses of the security situations in relation to elections in Burkina Faso, Sierra Leone, Ghana, Guinea, Cote D’Ivoire and Liberia and they proactively respond to identified issues to ensure a non-violent and democratic nature of the elections.

Annual objectives 2011:

1. WAHRD Alliance and CSO partners in Liberia analyze the political situation in Liberia and engage stakeholders in that country to respond to issues of referendum and general elections that can lead to violence in that country.

2. WAHRD Alliance and CSO partners in Ghana and Sierra Leone commence analysis of the pre-elections processes and engage stakeholders in the two countries to proactively respond to emerging situations that can lead to violence.

3. WAHRD Alliance and CSO partners in Guinea and Ivory Coast continue to monitor and analyze the political situations in the two countries and where possible engage stakeholders to respond to emerging post-elections issues that can undermine the democratization processes in the two countries.

Results achieved in 2011 (outcome/output level):

- Political parties and civil society in Liberia developed and committed to codes of conduct in communication/media, election activism especially involving youth and women, and security of the election campaigns and casting of ballots. They jointly monitored the codes of conduct and rapidly resolved disputes, using alternative dispute resolution mechanisms with the support of the WAHRD Alliance. Thus, contributing a successful election without any major violence or disorder.
Civil society organisations in Sierra Leone, working under the auspices of the National and regional Inter-party Consultative Teams are monitoring political activities, and reporting and addressing incidences of potential conflict especially related to the upcoming 2012 elections. These are the results of WANEPs capacity building of CSOs in dialogue, mediation and facilitation of the formation of the inter-party consultative teams.

Geographical hot spots of post election violence (Yopougon in Cote D’Ivoire and 5 communes in Conakry) in Cote D’Ivoire and Guinea have registered no major violence since the last half 2011. Citizens, especially the youth in these areas have committed to support the work of the truth and reconciliation commissions as a result of sensitisation on peace and capacity building on mediation, dialogue and reconciliation by WANEP.

The creation of the WAHRD Alliance’s between the three partners has had very positive outcome, e.g. their joint efforts of promoting peaceful and non-violent elections in Liberia. The intervention showcased the use of the comparative expertise and competence of the Alliance members in addressing the different but related sides of the objective of ensuring non-violent elections in Liberia. While MFWA addressed the media/communications aspect elections, WANEP and FOSDA addressed the security and women/youth activism aspects, respectively. The alliance’s collaboration in this case was an appreciable attempt at optimising the opportunities to holistically address the socio-political situations of Liberia that had the potential to mar the electoral process and disturb the situation of peace in the country.

Assumptions and risks
An assumption in the WAHRD programme is that “Governments of Burkina Faso, Sierra Leone, Ghana, Guinea, Cote D’Ivoire and Liberia are willing to cooperate with Civil Society networks and the media to respond to identified issues that can lead to violence during elections”. The development on this assumption is that civil society initiatives aimed at engaging political parties in the run up to elections are most often viewed with suspicion by the political parties. This is underpinned by the perception that the CSO could be acting in the interest of opposing political parties. The experience of the WAHRD Alliance during last year’s elections in Liberia was different. Their initiative about fair, transparent and non-violent elections was received with appreciable acceptance and cooperation by all major political parties. This, according to the Alliance partners, was due to a number of factors. A key element was that the facilitation of the interventions was carried out by an Alliance of external civil society organisations who had an inclusive and participatory approach to the political parties in relation to the objectives and concrete implementation of the project.

Important aspects from reviews and evaluations
One of the main recommendations from the last Formative Monitoring Mission (FMM), and which has been followed successfully, was to strengthen synergy and joint action between the three regional partner organisations of WAHRD.

### 3.2.4 Mozambique

**General Information**

<table>
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<td><strong>TP Objective</strong></td>
<td>Citizens and organisations representing their interests participate in and influence democratic processes towards equitable social, economic and political development of society in Mozambique.</td>
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</tbody>
</table>
Achievement of results in 2011

Specific objective 1: Active citizens use their skills and voice to participate in and influence the social, economic and political development of the communities they belong to.

Annual objective(s) 2011
Facilitate reconstitution of Institutions for Community Consultation and Participation (IPCCs) at different levels so they have CSO representation and female leaders, and so that they are able to influence and monitor decentralised planning processes on district level.

Results achieved in 2011 (outcome/output level)
- In all 9 target districts IPCCs were reconstituted according to the law, ensuring civil society representation and 30% of women representation. A provincial capacity building plan for the IPCCs was designed and approved by the provincial government. A civil society and government IPCC support platform was consequently established.
- 227 change agents in the nine districts, 85 of them women, have been successfully trained in topics relating to participation and citizenship, district planning, monitoring and evaluation of public policies and the use of participatory rural appraisal. These change agents achieved change related to budget planning, monitoring and tracking, and in relation to land rights.
- A total of 278 people, including 97 women, participated in debates in five districts on the findings of the study on access to the district development funds from a gender perspective. The provincial and district governments have subsequently committed to a review of the procedures for the distribution of resources, taking gender balance into account.

With regard to the consultative councils, the change agents have been prominent in discussions on the implementation of activities to monitor the district economic and social plan and budget and in denouncing cases of corruption. The effects mentioned here result from the investment that has been made in them, either in the form of training packages or through the facilitation of key information, namely key legislation in the framework of local governance. This confirms the effectiveness of the “change agent” method as a way of reaching people directly in a process of building citizenship. However, the performance of the change agents is causing some disquiet among conservative circles in the target districts, in particular among the leadership of the ruling party, the traditional authorities and public employees, including district administrators. In all the districts, the change agents have been subjected to threats and other forms of intimidation. This makes it important to make a future strategy for ensuring continuity of the work of the change agents.

The strategy for addressing the issues of gender and women’s participation is beginning to show some very encouraging results in relation to the political participation of women in local governance. Thirteen target municipalities are showing considerable commitment to gender issues, commitment that is becoming institutionalised. However, challenges remain for the political participation of women, particularly the dilemma of quality versus quantity. The program is dealing with this challenge through research activities in partnership with some local institutions by providing incentives to women’s participation. The challenge also prompted a change in implementation strategy, which was amended to include working directly with leaders in the municipalities and in political parties.

Specific objective 2: Civil society organisations act as representative voices of their constituencies, facilitate citizen’s participation in local governance processes and hold local government accountable.

Annual objective(s) 2011
CSOs at district level engaging in at least 2 advocacy initiatives per year.

Results achieved in 2011 (outcome/output level)
In 2011, 5 COCIM partners at district level had advocacy plans in place, and this ensured a stronger impact and measurable outcome. The evidence based advocacy initiatives include:
- FORASC: Tracking and influencing the district budget on roads, water & sanitation sector in Cuamba. The advocacy focus in this initiative is the procurement and the role of oversight institutions in the surveillance process.
• CPS: Monitoring and influencing the social benefits to communities of forest exploitation in the District of Ngauma. The advocacy exercises focuses in the need of social and cooperative responsibility policy to be respected by companies.
• ACABE: Influence the need of children in the budget of the district of Majune.
• AMIREMO: Monitor and influence of the provision of HIV testing and anti-retroviral therapy (ART) services.
• CIP: Tracking district expenditure on activities with the most impact on poverty reduction according to the national Poverty Reduction Action Plan: Education, water & sanitation, roads, health.

The 2010 formative monitoring mission and annual partners’ forum had called attention to the need to pursue evidence-based advocacy. The challenge is enormous, given the absence of a tradition of accountability, far less a culture of questioning and demanding information from public institutions and local organisations. Even so, the progress achieved in 2011 is evidence of substantial changes in the attitude of organisations and public institutions, and consequently there are instances of effective monitoring of local government in the province of Niassa that could potentially bring about positive changes in local governance. To sustain this work, it is necessary to work strategically with the partners in the design of advocacy plans that specifically targets influence on local decisions, as well as to maintain IBIS’ assistance for the consolidation of the monitoring and advocacy methods used by our partners.

Assumptions and risks
The assumptions of the program focus on the Mozambican government’s commitment to decentralisation and to the institutionalised participation of civil society in community and district planning and development. The political environment was in 2011 affected notably by the by-elections held in the municipalities of Quelimane, Cuamba and Pemba. The victory of the candidate of the Mozambique Democratic Movement (MDM), an opposition party, in the city of Quelimane, opens up good prospects for a more active participation by opposition parties in the next elections scheduled for 2013, thus paving the way towards more balanced powers at local level.

Important aspects from reviews and evaluations
A formative monitoring mission (FMM) was conducted for the COCIM + WIP (Women in Politics) program in 2011. The formative monitoring report showed that significant progress has been made in programme implementation, in particular highlighting the performance of the partners and the change agents. The FMM urged the partners to become more active in advocacy, and suggested that the CEDER (Centre for Civic Education and Development of Human Resources) in Niassa needs to be more effective as a reference centre for support to civil society in the province. The FMM report also proposed a review of the implementation strategy for some of the components of the WIP project. The findings and recommendations of the FMM report were incorporated into the planning process for 2012.

3.2.5 Bolivia

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<td><strong>TP Objective</strong></td>
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<td><strong>Programmes/projects linked to the TP</strong></td>
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Peru were closed in 2010, leaving the programme to continue only in Bolivia. In October 2011, a final evaluation was carried out, focusing only on Bolivia. A new country strategy and national thematic programme has been developed for 2012-2017, based on the findings and recommendation from the evaluation of the thematic programmes, lessons learned and recent analysis of the national context, challenges and opportunities. The present report covers results achieved in Bolivia during the 4 years TP period. The indicators used refer exclusively to progress towards the objectives in Bolivia.

Achievement of results during TP period (2008-2012)

Specific Objective A: Organised indigenous peoples prepare and implement systems of indigenous governance for the exercise of their right to self-determination and for their integrated development within the context of their visions and principles.

Indicators –related to Bolivia

- Indigenous Peoples have achieved autonomy and begin processes of self-governance and self-determination for the reconstitution of their nations.
- Indigenous Peoples, who have achieved autonomy, strengthen processes of Indigenous Territorial Management and advance in improving the economy of their populations.
- Indigenous organisations, in the context of their visions and principles, have strengthened their levels of communication, cohesion and organisational articulation with a greater participation of women and alliances with other social actors.

Results achieved during TP period:

During the TP period capacity for advocacy to consolidate indigenous peoples’ territorial rights has been strengthened and important advances in self-government and self-determination practices has been achieved. IBIS and the TP contributed to improved indigenous men’s and women’s skills to undertake critical analysis, prepare and negotiate proposals in favour of political, social and economic development. Indigenous women have experienced qualitative increase in participation and access to decision making within the indigenous organisations and achieved positions of public administration. These significant changes are documented by the following main results:

- IBIS and the TP supported the transition of 6 municipalities (out of 11) to become Indigenous Autonomies through a democratic process. 4 of these Indigenous Autonomies finished in 2011 the elaboration of their Autonomy Statutes in order to obtain legal status, and will be presented before the Constitutional Tribunal for revision, approval and enactment in 2012. These documents are basic legal framework documents for the functioning of the Indigenous Autonomies and they emphasise indigenous rights, self-determination and self-government.
- The process of rebuilding the traditional indigenous local government model of communities (called ‘ayllu’ in Quechua and Aymara language) advanced with a total of 27 ‘ayullus’ reconstructed in 3 geographic areas (North Potosí, Potosí, and Oruro-Challapata. The process of territorial reorganization and titling of collective land resulted in the titling and recognition of 42 ‘Native Community Lands (in Spanish Tierra Comunitaria de Origen. Acronym: TCO)
- Indigenous leaders have increased knowledge, skills and capacity to handle complex responsibilities within their organisations and territories, such as community justice and mediation, which constitute an important basis for the management of indigenous autonomies. Indigenous organisations supported by IBIS within the TP have formulated their territorial management plans, and some have initiated economic-productive initiatives, among others with funds from the Indigenous Fund.
- Indigenous women’s political and organizational participation and decision making have increased. In the Lowland, women hold important positions in the indigenous organisations (CIDOB and CPESC), and moreover, they have created their own organisation, CNAMIB. In the Highlands, where the practice of complementarity in the relationships between men and women predominates, the presence of women alongside their husband in the conduct of office has increased. More than 500 female leaders participated in different training activities and enhanced their knowledge and skills. Based on experiences from a likeminded successful project in Ecuador, political schools for female leaders have been created both in the Lowlands and the Highlands, and more than 100 women are enrolled in the training.
Specific Objective B: Indigenous organisations, represented equally by men and women, and allied civil society organisations advocate on decentralisation policies (political-administrative) and on the management of natural resources, and carry out social control in favour of a State system that prioritises pluri-national democracy and the exercise of individual and collective rights.

Indicators - for Bolivia:
- Indigenous organisations and governments in indigenous autonomy in alliance with sectors of civil society prepare law proposals that incorporate indigenous rights and advocate before the State to strengthen the Pluri-national State.
- Indigenous organisations fairly represented carry out social control and demand greater transparency on the use and management of public funds by entities of the State (prefects and municipalities).

Results achieved during the TP period (outcome/output level)
In the last 4 years, the indigenous movement has succeeded in influencing public policies based on their own agenda.
- The two national organisations (CONAMAQ and CIDOB) made concrete contributions to the discussion and drafting of the new National Constitution through the Constitutional Assembly. As a result, they managed to express fundamental indigenous rights in the document. The most important of these are the principles of pluri-nationality, self-government and autonomy, self-determination and territoriality, collective ownership of land plural, economy, prior consultation and a share in the profits made from natural resources. The alliance with the peasant organisations and other popular movements within the ‘Pact of Unity’ enhanced the opportunities for joint, successful advocacy initiatives and influence.
- Indigenous organisations analysed and elaborated proposals for 5 National Laws that have impact on indigenous peoples’ lives. These are i) the Law of Mother Earth, ii) Prior and Informed Consultation, iii) Productive Community Agricultural Revolution, iv) Declaration of the Intangibility and Protection of the Isiboro Secure Indigenous Territory and National Park (TIPNIS), and v) Separate Jurisdictions. These proposals have been presented to the government to ensure that indigenous peoples’ rights are respected in the implementation and enforcement of the laws that affect them directly. At the international level, indigenous representatives from the Highlands and the Lowlands participated in the COP17 (Durban) and the United Nations Forum for Indigenous Peoples (New York) and conducted advocacy activities together with allied organisations.
- Despite the fact that two indigenous organisations in the areas of Potosi and Sucre have started monitoring the administration of public resources in their municipalities, social auditing and accountability capacity are still to be strengthened.
- The Research Centre CEDLA conducted a study to facilitate the participation of indigenous organisations in the social auditing of public resources using the internet; its usefulness has not been assessed yet.

Most important lessons learned:
The strengths of the processes that will continue into the new national thematic programme are those aspects that are seen as the main value added by IBIS, e.g. IBIS’ commitment to promote indigenous peoples rights and the approach to partnership and partners’ involvement in defining programme activities. This approach has ensured a high level of confidence between IBIS and the indigenous organisations, which must be used by IBIS to approach some of the difficult issues and discussions with indigenous partners. Among these issues is the challenge of building alliances between the indigenous organisations and other social and political actors, an issue that has been pointed out by the monitoring missions and the evaluation.

Furthermore, it is important for IBIS and the indigenous organisations to further define the meaning of and approach to pluri-nationality, multiculturalism and inter-culturality, as a condition for promoting the intercultural, democratic society as defined in the new constitution.

The organisational weakness of the indigenous organisations is still a challenge. Part of this is a structural weakness, due to the system of changing leadership every 2 years. This practice continues to give setbacks for the organisations, as there are no preparation periods for upcoming leaders. The organisations must be strengthened from below, prioritising all important issues like leadership, gender issues, communication, coalition building. This also includes the incorporation of young people and women in the organisational structures. These issues must be dealt with in the new governance TP in order to ensure their possibilities to act politically and obtain greater sustainability.
Assumptions and risks
The TP assumptions were that “the government and its institutions show willingness and political determination to listen and come to agreements with the indigenous organisations on their proposals for secondary laws or policies, that civil society respects, supports and contributes to the consolidation and strengthening of democracy, through the incorporation of collective rights in future policies and secondary laws, and that alliances between indigenous organisations and other sectors of civil society are strengthened”.

The construction of the new legal framework during the government of Evo Morales (the Constitution and its secondary laws) was favourable to the positive development of the programme. The new constitution passed in 2009 recognizes the pluri-national and intercultural character of the State, the collective rights of indigenous peoples (land tenure, plural economy, the right to self-determination, indigenous autonomies, the use of community justice, decision-making and elections according to their costumes and traditions). Indigenous people managed to influence four major laws that complement the text of the new constitution and that effect their rights.

Nevertheless, there are still challenges in the relations between the indigenous movement and the Morales government, and it is also important in this favourable context to continue the denunciation of the non-application of legislation, to disseminate more information on the new legislation and to build capacity of the indigenous authorities that will govern the autonomies.

Important aspects from reviews and evaluations:
The final evaluation of the TP programme carried out in October 2011 confirms that the objectives have been highly relevant to the context and the challenges faced by the indigenous people. “The IIG programme is well designed. It has clear conceptual backing developed through years of experience in the country and the Andean region. The work carried out together with the partner organisations is of high quality and clearly contributes to the attainment of concrete results in favour of indigenous peoples. Its support signifies a contribution far beyond the amount of money invested.” (Page 5)

The evaluation also found that the programme had shown great flexibility in responding both to contextual issues and to the need of the indigenous organisations, always within the framework of the proposed objectives. The evaluation highlighted the fact that IBIS provide its partners not only with funding but also with a wide range of technical / professional support and political debate (organisational strengthening, training of male and female leaders, planning and reflexion), as well as the encouragement of developing cooperation and alliances, sharing of experiences, mass communication and advocacy. “An essential part of contribution by the programme staff has been to provide moral support to the partners. This support is one of the most recognised and valued characteristics of the work of IBIS in Bolivia by its partners”.

The recommendation of the TP evaluation is to focus on 2 issues: the successful establishment and development of the indigenous autonomies, and the strengthening of the indigenous organisations. The new TP should prioritise initiative on key issues, such as the elaboration of an indigenous model of development, national resources and free prior consultation, and social auditing. Furthermore, the new TP should explore new areas of work with youth and indigenous peoples in urban setting. To this it should be added that the indigenous movement needs to focus on developing an inclusive concept of multi- and interculturality and pluri-nationality, and on building bridges with the rest of civil society.

3.2.6 Region / Countries: Central America / Guatemala, Honduras and Nicaragua

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**TP Objective**

*Contribute to enable indigenous peoples and Afro descendant communities in the exercise of their collective rights to conduct their own economic and political processes and play a part in the construction of intercultural democracy.*

**Programmes/projects linked to the TP**

- Leadership in local politics for governance / CCLPDL (EU financed)
- Chorotegas “leaving traces” for intercultural democracy (EU)
- Titling of RAMA and Kriol territories and management of projected areas (Danish Embassy/PASMA)
- Project formulation/World Bank/DfID in favor of RAMA-Kriol Territory

**Background information**

The regional intercultural governance TP ended in March 2012, one year earlier than originally planned, due to change in organisational set-up, closing the regional structure and strengthening the national offices and programmes in Guatemala and Nicaragua. Furthermore, programme activities in Honduras were closed during 2010. New country strategies and national programmes were develop in second half of 2011, based on the findings and recommendations from evaluation of the regional programme, experiences and lessons learned during implementation of the regional programmes, as well as analysis of national contexts, challenges and opportunities. The present report covers results achieved during the total TP period.

**Achievement of results during TP period (2008-2012)**

**Specific objective 1:** *Indigenous Peoples and Afro Descendant Communities are constituted and strengthened as collective political subjects capable of recovering and disseminating their rights to autonomy and self-government.*

**Indicators:**

- a) Community leaders of beneficiary indigenous territories/peoples express a high level of trust on their authorities (legitimacy and credibility).
- b) The actions of beneficiary indigenous authorities are carried out being aware of their right to self determination.
- c) All indigenous authorities have launched actions on the inclusion of youth and women in their processes and organisation (government).

**Results achieved during the programme period (outcome/output level)**

The indigenous peoples and territories that participated in the thematic programme all express confidence in their traditional authorities as legitimate representatives and key actors in ensuring a favourable development. Through capacity building processes supported by IBIS, indigenous leaders achieved new knowledge on collective rights and competencies in political advocacy based on these rights. Important multicultural alliances and spaces for dialogue were established, and the inclusion of women in traditional political structures has increased.

In Guatemala some of the most important results are:

- The confidence and trust necessary for the ancestral authorities to be legitimate have grown, which can be seen by the high number of cases and conflicts that are brought to these authorities. Over the past 2 years, the Indigenous Council of the Municipality of Chichicastenango (MICH) reviewed more than 400 cases of internal conflicts on issues such as family conflicts, theft, debt, land, and blackmail.
- In the K’iche Department, indigenous authorities has through a continued training process and meetings strengthened their organisational structure, administration of customary law and territorial defence.
- After initial resistance, the MICH, (considered one of the most conservative and ancestral indigenous authority) accepted to explore the dimensions of gender equality, and engaged en making the role of women more visible in their communities, both as spiritual leaders and as authorities. The women have their own agenda and demands, and their voices are being heard in the traditional structures and the dialogue with the Municipal Development Councils. Likewise, youth are now represented in the different structures.
- The Maya Mam Council in the North Western Departments enhanced participation and negotiation with the Municipal and Departmental Development Councils, presenting concrete proposal regarding productive and income generating initiatives aiming at poverty reduction in the Mam communities.
- Xinca leaders (50 men and women) were trained on individual and collective rights, national and international legislation on education, health and culture, resulting among others in the development on the
model for the Xinca Government in the Santa Rosa, Jutiapa and Jalapa Departments, as well as the strengthening of their cultural identity. The Xinca Council House is functioning as a counselling centre attending an increasing number of cases.

In Nicaragua:
- The Rama Kriol Territorial Government (GTR-K) which at TP start was still very incipient as organisational structure, has through comprehensive support from IBIS’ thematic adviser been consolidated as a solid representative governing body with strengthened capacities for territorial management of the indigenous titled land. This development has among others resulted is the agreement signed between the GTR-K, the Ministry of the Environment and Natural Resources, and the autonomous regional government of the Southern Autonomous Region (RAAS) on a joint management system for 4 protected areas (national parks) overlapping indigenous land. This agreement actually respects and practices the rights to prior, free and informed consent for indigenous peoples, and is therefore a very important milestone. The agreement stipulates that it is the territorial government that must authorize the extraction of natural resources on a small scale, both for communities and third parties. Projects with a larger impact require the prior authorization of the Rama-Kriol Government for all aspects, even procedures such as application for permits and environmental authorisations to begin operating.
- In the northern part of the country, the ‘Coordination of the Chorotega Indigenous People’ was strengthened through an intensive capacity building process of their territorial authorities, having advanced in defining their strategic plan, gender and youth strategy, policy for alliance building, autonomy and regulation of land property. The indigenous organisation has furthermore enhanced their capacity to influence the local governments, institutionalising coordination between the municipalities in the region and the indigenous authorities. The Chorotega Youth Network increased their participation and leadership in the organisational structures, a result that also contributed to enhancing the visibility and credibility of their people.
- In RAAN, the Mayangna peoples’ territorial government, MAKUMBAK, opened up the political space for women within the traditional structures to actively participate in decision making processes. By large, indigenous Miskitu women’s political participation was strengthened, resulting among others in the incorporation of women’s specific needs and proposals in the community development plans.

The coup d’état in Honduras in 2009 and the political instability seriously affected the programme work, due to the changes of priority among civil society, indigenous peoples and Afro-descendants. Furthermore the closure of IBIS’ activities in 2010 implied that the emerging advances achieved in terms of recognition of indigenous peoples’ territorial rights, organisational strengthening and the qualitative increase of the participation of indigenous women did not reach the expected results.

Specific objective 2: Indigenous Peoples and Afro Descendant Communities implement their proposals on territorial governance, self-government and public participation based on collective rights promoting the gender perspective and endogenous development

Indicators
a) The collective legal security of lands and territories under the jurisdiction of each indigenous authority is recognised in at least three territories.

b) There are at least three plans and two projects with equitable benefits at household, community and territorial level, as a strategy towards self-financing governance and the fight against indigenous impoverishment.

c) The number of claims solved on the collective right to self-determination and previous, free and informed consent of each beneficiary population exceeds 30%

Results achieved during programme period (outcome/output level)
The proposals for self-government and territorial governance supported by IBIS have made most progress in Nicaragua (Rama-Kriol, Mayagna y Chorotera). However, it is important to note that both in Guatemala (Maya Ch’orti, K’iche, Mam y Xinca) and Honduras (Tolpa and Lenca) indigenous peoples have taken significant steps to ensure communal land legally and position indigenous authorities as recognized actors on the political scene. In almost all the supported territories, the indigenous organizations have developed and implemented self-government statutes, strategic plans and new projects.
In Guatemala

- A study was carried out on the economic potential of indigenous Mam communities, which contributed to the recognition of native wealth and productive capacities. The study showed a need for a local development plan based on comprehensive agro-ecological parcels to ensure food security and sovereignty.
- 5 indigenous Mam and Kaqchikel communities, which were recognised as indigenous entities in 2010, elaborated and established internal regulations on social, cultural, environmental and ethnic co-existence. They are now exploring new possibilities for managing resources and projects in their territories.
- The major issue of natural resource defence and the opposition to extractive industries and other mega projects has generated important levels of cohesion and synergy among indigenous organisation, peasant organisation, the churches and local authorities. This process has also entailed many coordination efforts at different levels, as e.g. the creation of the new indigenous spaces, like the Council of Indigenous Peoples from the West and other regional articulation spaces at department levels in the areas most affected by the mining and hydro related conflicts.
- IBIS supported organisations (the Maya Mam Council and ACODINAM) endorsed and participated in joint efforts and protests, like awareness raising processes and development of massive Community Consultations, and identified this process as the major political claim for the indigenous.

In Nicaragua

- The Rama Kriol Territorial Government (GTR-K) concluded in 2009 the territorial demarcation and land titling process (486.256 ha. Property and 441.308 ha for exclusive use of the sea) in the Southern Autonomous Region of the Atlantic Coast (RAAS), a process facilitated by IBIS and international consultants. The titling was ratified by the Government and the President in 2010. A conflict resolutions guide was developed by IBIS and GTR-K and approved by the National Land Titling Commission and be used in other titling process. Furthermore, the GTR-K has been able to negotiate a substantial annual subsidy from the central government to partly cover basic government expenses.
- The Mayagna Peoples’ territorial government, MUTUMBAK, inspired by the Rama Kriol process, achieved in 2012 the titling of their territory in the Northern Autonomous Region (RAAN).
- Advocacy initiatives towards the Territorial Ordinance Bylaw undertaken by the Chorotaga, Rama-Kriol in alliance with national NGO’ resulted in modification of the proposal, ensuring the recognition of indigenous territories and the indigenous governments as legitimate body for territorial management.
- The GTR-K finished 3 feasibility studies on cacao, bamboo and community based ecotourism of which the latter is being planned for with financing from the UNDP.
- 28 Miskitu communities elaborated new community development plans. Groups of producers have initiated agricultural production for territorial and regional markets.
- In the indigenous Chorotega municipalities of San Lucas and Cusmapa, the mayor offices set up Dialogue Tables, to discuss various issues such as election processes among indigenous peoples, territoriality, forest resource use and management, taxation, inter-culturality and education. In 2011, the Chorotegas also elected Boards of Directors recognized and certified by 3 municipal authorities (in Mozonte, Totogalpa and Cusmapa).
- Regarding advocacy, indigenous peoples on the Pacific Coast coordinated efforts with other civil society organisations and successfully carried out advocacy activities towards the National Assembly. Their aim was to push for the admission of two laws of great importance for indigenous peoples: the Dignified Treatment Act (Law 357) and the Traditional Medicine Act (Law 359).

Although, the indigenous organisations and territorial governments have made significant progress in defining and implementing their own strategic plans and projects for territorial governance, these will still not be able to self-finance the development and administration of the territories.

Most important lessons learnt

The promotion of partnerships should be enhanced and strengthened since it is a valuable approach to secure good results at both programme and project level, and key to generate more solid and sustainable partners. The evaluation highlighted that the complexities of themes within the thematic programme should be adequate with the professional capacities of the partners. This is of particular importance when seeking the achievement of advocacy results with government authorities. Thus, it is imperative to assess the advocacy capacity of partners prior to engaging in programme commitments and define qualified capacity building support within the partnership agreements.
In order to achieve synergy, specific strategies must be planned and agreed upon by all stakeholders from the start of the TP. Professional support, coordination and financial resources are necessary when promoting significant achievements and changes by different allies and partners. It has been proven that IBIS can advance on important issues overcoming partners’ initial resistance to for example the promotion of gender equality. This process should be respectful, patient and informative and with a two way frank dialogue in order to achieve positive results. The deliberate inclusion of women and young people when promoting change has proven successful in advancing these within traditional organisations and the indigenous.

**Assumptions and risks**

The design and implementation of the TP were based on the assumption that there was a certain willingness on part of the state to implement the international legal framework on collective rights, specifically as concerns the right to self-determination.

In Nicaragua, regulatory condition and government policies (Regional Autonomy, Law 445 on demarcation and titling of traditional territories, the recognition of territorial governments, and the ratification of the ILO Convention 169) favoured the development of the thematic programme. On the contrary, in Guatemala, despite the ratification of the ILO Convention 169 years ago, the political and institutional context was not conducive to achieve progress in terms of protection of collective rights and self-determination. Furthermore, Guatemala experienced increasing attempts to criminalise human rights defenders who promote the carrying out of community consultation.

As an alternative, several indigenous peoples and civil society organisation formed a coalition in order to defend their right making use of the international system of justice, mostly related to unconsented and larger infrastructure and mining projects in their territories.

**Important aspects from reviews and evaluations:**

The final evaluation carried out in June 2011 confirms that the programme has been highly relevant to the context and challenges faced by indigenous peoples in demanding their collective rights linked to the revival of traditional structures and authorities, and territorial governance which aims to strongly “challenge” the hegemonic governance models in Guatemala and Nicaragua, proposing a transformation of this model towards “intercultural governance” “The regional thematic programme has managed to position collective political actors towards the national Government (at different levels) the Rama - Kriol, and Mayangna indigenous territorial governments and the Chorotega People in Nicaragua, as well as the Mayan Mam, K’iche and Xinca peoples in Guatemala” (page 21).

However, as the evaluation stressed, the socio political environment in the countries were not favourable to achieving the slightly ambitious objectives, although the situation differs in the three countries.

On the other hand, the programme period of less than 4 years also proved to be too short to achieving the changes that the programme had set up. The strength of the programmatic approach, which the evaluation recommends to continue in the new national programmes, is the focus on collective rights and accompaniment of indigenous peoples. For Guatemala, it is also a recommendation that training of leaders and alliances building with other civil society actors is emphasized, in order to re-establish and reform the legal and institutional framework of the Guatemalan State. The main risk for TP and partners are related to the effects of drug trafficking related violence. These are issues that must be assessed and taken into account in the risk analysis for the new thematic programme. For Nicaragua, alliance building and relations with other actors of civil society must be emphasized as well as negotiation with local and national governments.
3.3 Global Advocacy

3.3.1 Africa (Mozambique, Ghana, Sierra Leone, Liberia, Regional Africa) and Global Advocacy

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| TP Objective | In the African countries where IBIS is active, civil society’s voice and influence on the extraction of natural resources and the redistribution through tax systems have been strengthened through support to south-south and north-south alliances for advocacy at the international, regional and national level resulting in more sustainable extraction of natural resources with larger economic benefits for poor countries and people. Furthermore, the political space for civil society has been improved and civil society has at a regional level a stronger voice for quality education for all. |

| Programmes/projects linked to the TP | Alliance2015 Aid Effectiveness Project (lead by IBIS) |

| Background information | In April 2011 AAP started its third phase. The third phase is a continuation of the first two phases but with a stronger focus on extractive industries and tax and a more operational intervention strategy. Eight partner projects are in implementation in Mozambique, Ghana and Sierra Leone, all but one targeting specific objective 1 and 2 (Extractive Industries and Tax). Projects with three regional partners are in implementation: Tax Justice Network – Africa; CIVICUS (World Alliance for Citizens Participation); ANCEFA (African Network Campaign for Education For All). Additionally, the programme is engaged in different international, African, European and Danish networks contributing to learning, coordinated advocacy campaigns and coordination, e.g. with Publish What You Pay Africa and International; EURODAD and AFRODAD, Tax Justice Network International; Alliance2015; Better Aid; CONCORD Europe and Denmark; 92-Group; Bilateral specific cooperation with Christian Aid UK, Oxfam US, and others. |

Achievement of results in 2011

**Specific Objective 1:** IBIS, partners and networks are in alliances advocating for; socially and environmentally sustainable extraction of natural resources respecting peoples rights; transparency and accountability; an end to illicit capital flight; increased economic and developmental benefits for the countries through taxation of natural resources and redistribution to the poorest segments of the population; and strengthened local procurement and employment in the extractive sector.

**Annual objective 2011:**
- Partners are engaging in policy reform processes and are discussing contracts for extractive industries based on analysis and tracking of tax payments. At the community level partners are defending the rights of people affected by mining. The experiences and used for international advocacy for transparency and increased contribution form the extractive industries.

**Results achieved in 2011 (outcome/output level):**
- Mozambique, Sierra Leone, Ghana, Internationally, Denmark: IBIS has with partners in the three countries produced reports/briefs analysing government revenues from the mining sector compared to total export value. The reports have been presented in the countries for CSOs, governments, industries and media contributing significantly to a debate on the tax regime for extractive industries. In all three countries it is now discussed to renegotiate contracts with extractive industries in order to increase taxes. In Ghana this has contributed to a discussion of introduction of a new tax regime for the mineral sector, including a windfall tax.
Sierra Leone: A report carried out as a participatory research in 20 communities analysing diamond revenues ceded back to community development identified how and why the current legislation is not working. Building on the report and the capacity building of communities through the participatory research advocacy for enforcing diamond revenue ceding through transparent and accountable mechanism is carried out at national and local levels.

NMJD with support from IBIS has analysed two major iron mining contracts and identified discrepancies between the contracts and the Mineral Law. This has contributed to improving the contracts through a renegotiation process.

Ghana: Oil & Gas Platform has contributed to get oil and gas revenues included in EITI (Extractive Industries Transparency Initiative) reporting in Ghana. Increased transparency in oil and gas facilitates tracking of revenues (this has in 2012 resulted in the Platform and IBIS has identified 450 million USD missing in corporate tax payments compared to the Finance Bill due to companies manipulation of profits). The Platform has also worked with the Parliament and Government to develop important legislation on oil and setting up regulatory institutions.

Ghana: IBIS partners train mining communities to know and defend their legal and political rights related to mining in their communities. IBIS partner WACAM is negotiating compensation schemes with AngloGold with the affected communities. Simultaneously WACAM and IBIS advocate for the introduction of the ECOWAS standards for Free Prior Informed Consent for mining communities to be enacted in Ghanaian law.

Europe: AAP with the sister programme LAPI, , the networks Publish What You Pay (PWYP) and EURODAD, in coordination with AFRODAD and PWYP Africa and with specific input from partners in Ghana, outlined a strategy for a joint advocacy effort on EUs Accounting and Transparency Directive up for revision during the Danish EU presidency, and influenced the work of the Commission already in the early stages of the revision. If adopted (in 2012) this will lead to significantly increased transparency in extractive industries tax payments.

Denmark: The new government in the Government Platform adopted a position which is a direct copy of the AAP strategy: “Denmark will take lead on closing tax loop holes, addressing illicit capital flows and for a fair taxation of natural resources” (also in the new development strategy from May 2012). This can to a large extent be attributed to IBIS/AAP advocacy and lobbying over the last four years.

Denmark: With sister programme LAPI and IBIS policy unit continuously ensured media attention to lost revenues form the extractive industries, tax dodging and capital flight through companies and the role of tax havens in facilitating tax evasion.

Denmark: Strong hand through advocacy in having adopted a Parliamentary resolution on Denmark’s support to EITI.

Specific Objective 2: IBIS and partners have through analyses of tax systems a better understanding of pro-poor and redistributive tax systems and advocate for tax justice.

Annual objective 2011:

- Increased understanding of tax issues in IBIS programme countries, particularly related to extractive industries, resulting in strengthened engagement with national tax policy processes.

Results achieved in 2011 (outcome/output level):

- Ghana: TJN- Ghana is increasingly gaining strength as a network and has contributed to drafting new transfer pricing regulations and internationally to the formulation of the Multilateral Convention Tax Matters. Further the network is contributing to governments plans for a new mining reform with the aim of increasing taxes on mining.
- Sierra Leone: IBIS/NMJD report on taxation of the mining sector in Sierra Leone illustrated that none of the major mining companies are paying corporate taxes and that all are owned through tax havens structures. This has started a discussion in the government on new rules for investments and repatriation of profits.
- TJN – Africa prepared and distributed educational material on tax which has contributed to an increased awareness of the perspective in financing development through tax among national CSOs.
Specific Objective 3: Based on analyses, IBIS and partners promote democratic ownership and create awareness for the defence of the policy space for civil society.

Annual objective 2011:
- IBIS and Alliance2015 have successfully contributed to putting Democratic Ownership on the agenda of Busan HLF-4.

Results achieved in 2011 (outcome/output level):
- Alliance2015 lead by IBIS investigated progress on Democratic Ownership since Accra HLF3 in four developing countries and successfully contributed to that Democratic Ownership and enabling environment for civil society became a key discussion in Busan HLF4 and the Busan outcome document.
- Ghana: Ghana Aid Effectiveness Forum has successfully used Accra HLF3 commitments on democratic ownership to establish enhanced dialogue between five national platforms in Ghana and the respective line ministries on development planning and implementation.

Specific Objective 4: Regional and international advocacy for education for change has been strengthened through support to regional activities in close coordination with IBIS education programmes.

Annual objective 2011:
- A new project is agreed with ANCEFA focusing on institutional strengthening and international advocacy

Results achieved in 2011 (outcome/output level):
- A plan for institutional strengthening of ANCEFA is implemented and a new project is in preparation. Interesting the new project will focus on education financing through domestic resources, there through linking this objective to other programme objectives.

Assumptions and risks
Main risk in the programme is related to the objective of working with and strengthening national and regional network organisations. In many cases the networks are fragile and subject to at competition between different CSOs and at regional level the challenge is the link to the national partners. Inefficiency of networks is a challenge to meet programme objectives.

Important aspects from reviews and evaluations
No reviews or evaluations were conducted in 2011.

3.3.2 Latin America (Bolivia, Peru, Ecuador, Guatemala and Nicaragua) and Global advocacy

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Achievement of results in 2011

Specific objective 1: IBIS and partners have contributed to ensure that public awareness, lobbying and advocacy actions from civil society networks’ have influenced the negotiations of the Central American and Andean positions under the UNFCCC’s COP16/COP 17 negotiations; and furthermore, influenced international institutions and national climate change policies/strategies toward sustainable development and ensure that indigenous peoples and the poor population are considered.

Annual objective 2011:
- Civil society positions have been translated into lobby and advocacy initiatives on national climate policies and positions related to COP 16 and COP17.

Results achieved in 2011 (outcome/output level):
- The Central NGO network Sustainability Watch has been strengthened in their international advocacy and one member gained a seat in the transitional committee for the establishment of the Green Climate Fund influencing the international architecture on climate finance.
- The Sustainability Watch network has been broadened facilitating increased information dissemination and training of local organisations on an array of issues related to climate change (adaptation, disaster preparedness).
- Sustainability Watch has successfully influenced Guatemala’s new policy on climate change, obtained recognition of Central America as a region ‘highly vulnerable to climate change’ in the Central American Commission on Environment and Development, and had some of their views adopted by ALBA countries in the international climate negotiations.
- Indigenous peoples of the Amazon Basin (agglutinated within COICA) have reached a concerted view on the so called REDD+ (Reduction of Emissions from Deforestation and forest Degradation) programmes, which has become their point of departure for national and international advocacy.
- Indigenous Peoples have been heard in international climate negotiations with regard to safeguards on indigenous peoples in the context of REDD+, and influenced drafting of an information system to report on these rights.

Specific objective 2: IBIS partners in Latin America have intensified their pressure in order to enforce existent and promote new national laws and international agreements and declarations for the protection of indigenous peoples’ rights to live in a sound environment, to have prior consultations and to have insights in revenue issues related to projects of the extractive industries.

Annual objective 2011:
- Bolivia platform on extractive industries have been strengthened and track revenues from extractive industries.
- IBIS and European allies have drawn public attention to the violation of indigenous rights as well as the lack of development effect following from investments in extractive industries in Latin America.

Results achieved in 2011 (outcome/output level):
- LAPI together with partners initiated a work of a regional scale concerned with indigenous peoples’ right to consultation and free prior and informed consent (comparative studies of legislation and best practices) as point of departure for national advocacy on public policy, and articulated with the call for binding guidelines of the UN Permanent Forum on Indigenous Rights of Indigenous Peoples.
- In Bolivia: LAPI and IBIS’ policy unit successfully influenced IFCs new policy on off-shore financial centres as well as the position of the Nordic/Baltic group on the matter, with the point of departure in a LAPI financed DANWATCH study of IFCs extractive industries portfolio and the industries’ use of tax havens/secrecy jurisdictions.
- In Bolivia: At European level, LAPI, IBIS’ policy unit, the networks Publish What You Pay (PWYP) and EURODAD outlined the strategy for a joint advocacy effort on EUs Accounting and Transparency Directive up for revision during the Danish EU presidency, and influenced the work of the Commission already in the early stages of the revision.
Specific objective 3: IBIS has – together with Latin American and international civil society organizations and networks – taken action on Danish, European and international advocacy opportunities to promote indigenous peoples’ rights, democracy and poverty reductions policies

Annual objective 2011:
• IBIS and Danish NGOs have taken action to maintain Latin America countries as partners to official Danish development assistance, and to maintain indigenous peoples’ rights as an area of priority.

Results achieved in 2011 (outcome/output level):
• The Danish strategy on the rights of indigenous peoples was renewed after its revision in January 2011 and strengthened on climate change through a concerted effort of Danish NGOs, hereunder IBIS, and the Greenland government.
• The Decision of the former Danish government has been reverted and Latin America countries have been maintained as partners to Danish development assistance with a focus on human rights.

In 2011, LAPI was starting up wherefore several partner projects were yet to produce an effect on national and international levels. The result achievement was very satisfactory within the climate and policy components, particularly due to the concerted effort to link local concerns with targeted national and internal advocacy.

With regard to extractive industries 2011 was still too early to see full results at a national level, while international advocacy got well underway. LAPI is bridging concerns over human rights (particularly indigenous peoples’ rights) violations and concerns for generating a just tax return for developing countries. During 2011, international advocacy on the taxation of extractive industries displayed promising results that during 2012 are linked to several new projects on the topic in Guatemala and Peru. The human rights issue, and particularly indigenous peoples’ right to consultation with regard to projects influencing their land, territories and livelihood, is very conflictive and has led to a slight change of approach, particularly in Guatemala.

Assumptions and risks
It is possible to promote public views on the effects of extractive industries without fearing personal prosecution.

In several countries, human rights violations, deaths and prosecution of indigenous leaders and communities who dare to criticise or protest against extractive projects or even initiate legal actions are widespread. During 2011 this was particularly seen in Bolivia, Peru and Guatemala. In Guatemala, Scandinavian NGO and bilateral programmes supporting the rights of indigenous peoples were publicly denounced by the government. This led LAPI to refocus her work onto national public policy reform with regard to both mining and taxation as well as consultation, leaving behind the accompaniment of particular cases.

Important aspects from reviews and evaluations
No reviews or evaluations were conducted in 2011.
### 4. Annex

#### Education: Evaluations, Reviews, and Formative Monitoring Missions

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#### Governance: Evaluations, Reviews and Formative Monitoring Missions

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