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1. Introduction

The vision for a world with equal access for all human beings to education, influence and resources guides the work of IBIS. In Denmark, in Africa and Latin America together with partners in eight countries, internationally with the Alliance2015 and other global networks, the fight for ending poverty and inequality constitutes the commitment. IBIS presents in this performance report some of the main achievements in 2012. The emphasis is on the annual performance, knowing that the real social changes take a much longer time to realize and to document.

The report focuses on results achieved with and by partners mainly from civil society, at the national and international level. IBIS works in partnerships with 182 civil society organisations in primarily eight African and Latin American countries, and in many cases it will be a challenge to be very precise about the distinction between the partners and IBIS’ contribution to the outcome of the cooperation. On one hand this is an important feature of a real partnership, on the other hand the call for development effectiveness makes it important that both IBIS and partners are accountable and transparent towards not only each other, but also towards beneficiaries, donors, contributors and constituencies.

IBIS has in many years organised its programmatic work according to two main thematic areas with a clear rights based advocacy approach. Both areas were in 2012 revised and this resulted in two new global strategies for Democratic Governance, Citizens Rights and Economic Justice and Education for Change. Please find the strategies online at www.ibis.dk.

At the organisational level, 2012 was the first year with the new country management set-up, which has been an effective way of developing, implementing and monitoring programmes. The recent thematic review of IBIS finds ‘that IBIS has transitioned well and the country focus is a positive development in the programme implementation’. Country strategies for all 8 countries have by 2012 been developed and approved as well as eight new thematic programmes as a result of the organisational change.

IBIS’ performance report for 2012 is aimed at capturing both the strategic and programmatic performances under IBIS’ two thematic areas of democratic governance and education for change in chapter 4 and 5. Moreover, IBIS has in 2012 decided to report on three cross-cutting areas regarding partnership, gender equality and fragility in chapter 3. Both the thematic and cross-cutting performances reported for 2012 are based on IBIS’ monitoring system introduced in chapter 2 covering both programme and financial monitoring.

IBIS’ funding comes from many different donors, but contributes to the same objectives within the programmes. IBIS integrates more and more programme funding to be development effective, and the performance report for 2012 will therefore cover not only funding from the Danish Support for Civil Society from Danida but also funding from other bilateral, multilateral or private donors. Nevertheless some of IBIS’ activities are funded entirely by other international donors and these results are not included in this report. Please see annex 1 for a financial overview of IBIS’ spending in 2012.

Many partners and staff of IBIS have contributed to this report, and done an enormous work to comply with IBIS’ and donors’ demands on monitoring and reporting. We hope the reader will value this work as much as we have done.

Copenhagen, September 13th 2013

Karen Andersen | IBIS International Director
2. IBIS’ Global Monitoring System

IBIS has since 2005 developed a comprehensive global monitoring system to be applied within all IBIS’ programmes as an integrated part of the programme management cycle. The system includes overall guidelines to programme monitoring, a description of the 5-steps to monitoring at programme level (see below for further explanation) and ten toolbox papers¹. These tools and processes have been gradually developed, tested and adjusted in a participatory process involving staff at Head Office (HO) and Country Office (CO) as well as IBIS’ Global Programme Monitoring and Evaluation Group in order to ensure high levels of ownership throughout the organisation. Furthermore, all the principles, steps and methodologies in IBIS’ monitoring system are intrinsically interconnected with and important preconditions for the quality and usefulness of the annual processes of the Organisational Performance System (OPS), including annual reporting at country level (Format 1 reports) and programme level (Format 2 reports). See figure below showing IBIS’ programme monitoring and the OPS process.

¹ The guidelines, 5-step process and tools are accessible from IBIS Global Learning System database.

![IBIS Programme Monitoring and OPS Process Diagram](image-url)
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’ programmes making it possible to communicate results both internally and externally;
- 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 and policy work.

IBIS’ global monitoring system has a clear emphasis on country and programme level monitoring. The global system guides the establishment of country and programme based contextually relevant systems and tools. The monitoring of the programmes is always done on the basis of programme objectives, indicators and annual objectives which are jointly agreed upon with IBIS’ partner organisations.

IBIS has also in 2012 as part of the OPS process carried out an analysis of the programmatic performance according to IBIS’ global strategies through 1-3 annual foci for the thematic areas of democratic governance and education, as well as for the cross-cutting areas of partnership, gender equality and fragility. However, the IBIS’ monitoring system has not included a framework aimed at systematic aggregation of results at strategic level through a set of indicators, this is currently under development.

**IBIS’ definition of Programme Monitoring**

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:

- Ensuring that civil society organisations’ partnership with IBIS contribute to achieving 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 practises with IBIS’ staff and partner organisations across programmes, countries and regions.

**Monitoring of IBIS’ programmes**

A typical thematic programme in IBIS is constituted of 10 – 15 partnership projects with mainly civil society organisations. These projects implemented by partners, and in fragile contexts sometimes by IBIS, all have agreed objectives, indicators, strategies and activities that are continuously monitored by IBIS and its partners aiming at collectively achieving wider programme objectives. The thematic programme is in other words expected to be 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’ thematic areas of democratic governance and education. This aim of the thematic programmes is at times challenging to implement and therefore the degree to which this is achieved in different programmes varies.

- 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.
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 monitoring at the programme level.

**PROJECT LEVEL**

**Step 1: Project monitoring undertaken by the partner organisation**
- Measure progress towards projects objectives and indicators, including financial and context monitoring, as well as partnership objectives and plans.
- Elaborate monitoring report to IBIS (half year and annual), including financial statements.

**Step 2: Project monitoring undertaken by IBIS**
- Assess progress of project implementation/ results and partnership agreement.
- Assess and ensure that these are in line with and contribute to achievement of TP objectives and indicators.

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

**PROGRAMME LEVEL**

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

**Step 5: Annual thematic programme monitoring / Annual Partner Forum**
- 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.
- Analysis of cost-effectiveness, relevance of strategies, contextual changes,
- 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.
Baselines, Formative Monitoring & Evaluation

In addition it is important to highlight that the global monitoring system states that all IBIS' thematic programmes should carry out a baseline study previous to implementation, a biannual formative monitoring mission and a final evaluation at the end of the programme. The IBIS' baseline study has different purposes from measuring progress compared to the situation at the start of a development intervention, to familiarization with the programme area for staff/partners and testing the assumptions behind the programme formulation.

The formative monitoring has its focus on performance and results achievement, but also on a collective reflection on lessons learnt in order to adjust programme interventions, strategies, indicators and budget. Evaluation is an integral part of IBIS’ programme management and is considered to be an important tool for enhancing accountability, strategic management and learning, and when relevant it should provide recommendations for the formulation of new programmes. Please see annex 2 for an overview of evaluations, reviews, formative monitoring and baselines done in 2012.

Development of programme monitoring

During 2012, IBIS’ Operational Performance System (OPS) was successfully reviewed in order to analyse how the OPS functions as a system and suggest adjustments, additional components and improvements. The review showed general satisfaction with the OPS as a performance monitoring system, which adds value to IBIS’ programme and strategic development. A conclusion of the review was that the OPS’ reports were relevant and of good quality supporting analysis and reflection at both Country Office and Head Office level. The review has contributed towards the following new developments related to monitoring:

- A clearer and a more cost- and time- efficient framework - The reporting formats have been revised and the guidelines have been updated to include a clearer presentation of the OPS’ process, timelines, purpose of writing and using of the reports.

- Linking monitoring and securing coherence between different levels – strategic level, country level, programme level, project level - The focus of reporting at strategic level has been changed in order to better capture the link between thematic programmes and IBIS’ global strategies, hereunder the new country strategies.

- Transparency and accountability – The reporting processes have been improved and include feedback practices that are expected to enhance downwards accountability from the global level to country/ programme level, which is also expected to enhance similar practices between IBIS and partners already in place.

Development of financial monitoring and cost distribution in 2012

During 2012, IBIS has further developed the integration of financial monitoring and programmatic monitoring. A new toolbox paper on financial project monitoring was elaborated as an integrated part of the global monitoring system. The toolbox paper outlines the requirement of setting up partner monitoring plans, and describes the content of the integrated monitoring and the responsibilities of financial and programme staff. In 2012, IBIS finalized the revision of the cost-distribution model, adjusting the definition of cost categories in order to improve the monitoring of cost-effectiveness and track the desired changes in gradually transferring more funds to partners as an indicator of increased partner capacity (See annex 3 for further information and analysis of IBIS’ cost distribution). IBIS recognizes that monitoring of cost effectiveness requires other considerations than just analysing cost distribution and therefore plans to develop new tools for monitoring the link between achieved results and the costs of achieving them.

Taking the monitoring developments forward

The years to come will bring new challenges and reporting requirements to IBIS e.g. Danida is developing a new resource allocation model influencing IBIS way to plan, monitor, document and report on results, on the other hand IBIS diversification of donors will add additional reporting requirements on Country Offices.

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2 IBIS monitoring and programme guidelines include tools for all of these processes.

3 The objective is from the ToR for the OPS review, but originates from IBIS Organisation Strategy 12-15: “IBIS programme management is clear, focused, documented and communicated effectively to donors. The revision of the guidelines completed in 2012”.

Therefore the OPS review was also used to look ahead and to come up with recommendations for more long term processes to improve and develop IBIS’ system, structures and competence for planning and measurement of performance. The intention is that the recommendations will inform a detailed review and revision of two Country Offices’ planning processes for their thematic programmes and that IBIS incorporates financial data in the review in order to further develop models for measuring cost effectiveness. In line with the above discussion on planning, the review recommends that IBIS considers spending more time on planning of annual objectives and outcomes, and prepare more detailed Annual Action Plans and Time Plans for 2013/2014. Time should be invested in explaining the “theory of change” and discuss cost implication, alternative scenarios, realistic targets and ensure that measurable indicators are defined and baselines are in place in order to improve the assessment of the significance and effectiveness of annual results.
3. Annual reporting of cross-cutting areas

The cross-cutting areas are reported against annual foci related to IBIS’ global strategy and policy concerning partnership and gender equality, while the annual foci for fragility originate from the IBIS’ frame application 2012-2015 and Danida’s guidelines for cross-cutting monitoring of the Civil Society Strategy.

3.1 Partnership

The objective of IBIS’ Partnership Strategy is that IBIS’ civil society partners develop strong and legitimate internal dynamics and are increasingly taking on a role as advocates of societal change based on the political, social, economic and cultural rights for poor and disadvantaged men and women. The Partnership Strategy includes a method for development of Partnership Development Plans for all IBIS’ partners to ensure systematic development of organisational and thematic competencies for advocacy. The following three annual foci were developed for the 2012 reporting and the most important outcomes and their assessments are listed below.

Formulation of Partnership Development Plans with all civil society partners based on assessments

In 2012, IBIS’ Country Offices in Mozambique, Liberia and Sierra Leone had Partnership Development Plans (PDP) in place with all their partners and in Ghana with 34 out of 35 of their partners. In Latin America, the Country Offices in Bolivia has 17 partners, Guatemala has 26 and Nicaragua has 19 partners. As they have all started new thematic programmes in the first half of 2012, they were in remainder of 2012 in the process of developing PDPs with their new partners. The Partnership Strategy has not yet been implemented in South Sudan due to the previous focus on humanitarian work and only in 2013 will the Country Office develop their first thematic programme as they develop from a humanitarian to a long-term development approach.

As a result, IBIS has in 2012 PDPs in place with all their partners in 4 out of 8 country programmes, while the remaining country programmes have assessed new partners but not yet finalized the PDPs in 2012 due to restructuring processes from a regional to a national set-up requiring new thematic programmes. Equally important for the successful formulation and implementation of PDPs is the ability of each Country Office to balance the number of partners with the capacity of staff and resources available to support and deliver quality capacity building. Hence there is still a need to continuously and systematically invest in and strengthen IBIS’ approach to developing the professional and organisational capacity of IBIS’ partners.

Progress in coordination with other international organisations/Alliance2015 partners

Coordination with other international organisations at national level has taken on many different shapes, spanning from joint advocacy initiatives to joint project management. Some of the most significant outcomes have been obtained through the following coordination efforts.

IBIS has in 2012 continued to strengthen its coordination with the Alliance2015 partners by sharing offices in 4 out of 8 Country Offices and having 11 joint programmes in 2012 with 6 in Latin America and 5 in Africa. IBIS has in 2012 continued collaboration with Hivos in the management of the Global Funds for HIV/AIDS in Bolivia and Guatemala. IBIS in Liberia and Sierra Leone has coordinated with other INGOs, including Alliance2015 partners like Concern Worldwide in education consortiums and networks to promote girls education and research gender based violence in schools.

IBIS has in Mozambique organised an international conference and roundtables addressing issues related to extractive industry together with INGOs and the Civil Society Support Mechanism supported by DFID, Irish Aid and USAID. While IBIS in Guatemala has joined efforts with Dan Church Aid to administer Danida’s human rights component for civil society empowerment for a 3-year period.

IBIS has thus positioned itself as an important player among INGOs in the countries where she is present. An important learning to be made is that overall coordination among INGOs has in many
cases proven difficult or in-effective, while collaboration on a specific issue or task with like-minded organisations often lead to greater results.

**Progress in relation to enhancing transparency at all levels**

This annual focus targets initiatives to enhance transparency and accountability within IBIS, between IBIS and partners, and within the partner organisations. Some of the important outcomes achieved in 2012 have been: The Annual Partner Forum is highlighted by several Country Offices as an opportunity to share IBIS’ plans and budgets for the coming year with partner organizations. Furthermore, IBIS in Mozambique publishes information on their website on the duration, activities and amount of funding for each partner. In Ghana, ten partners undertook reviews of their structures and actual restructuring, including developing strategic plans and holding annual general meetings. They have thus improved their financial management systems and enhanced transparency and accountability to donors and their constituents. In Sierra Leone, IBIS and Concern Worldwide (Alliance2015 partner) elaborated a report on NGO Accountability to be used for further work to strengthen transparency.

Results are sporadic across the Country Offices, and while there are examples of good initiatives and results on the output level, there are few examples of results on the outcome level. There is no systematic or coherent approach at or among the Country Offices to ensure transparency and accountability, and these principles of partnership and organisational management have not been as internalised as for example the importance of capacity building and equality in partnerships. An important learning is that IBIS must build alliances to push the agenda of transparency along, as efforts towards increased transparency and accountability can be thwarted by competition or mistrust among organisations, leaving them reluctant to disclose what is considered sensitive information.

### 3.2 Gender equality

The objective of IBIS’ Policy on Gender Equality is that IBIS’ programme work, information and lobby activities increasingly are 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 for women and girls. The promotion of gender equality and the rights of women and girls is an integrated part of IBIS’ two new global strategies on education and democratic governance and all of the education and governance programmes have integrated strategic interventions for promotion of gender equality in their specific objectives and indicators. As many of the gender activities are mainstreamed, it is not possible to monitor the actual expenditures used. However, it is evident that IBIS’ requirement of specific budget allocation to promotion of gender equality has contributed to the increased integration and all the Country Offices have overall spent more than 10%. The following annual focus is reported in relation to IBIS’ two thematic areas of democratic governance and education.

**Approaches and strategies applied in promoting and achieving gender equality**

Different approaches and strategies are applied in IBIS to promote and achieve progress towards gender equality, e.g. proactive mainstreaming, affirmative actions on girls’ and women’s rights, and empowerment of women and their organisation, resulting in visible progress and achievement of changes. An overall pattern is the link with IBIS’ work to ensure the rights of youth to influence decision-making, exercise full citizenship and participate in important development processes as agents of change. Young women and men are generally more conducive to changes of power relations and equal opportunities and rights for women and men, and strive for achieving more inclusive and democratic societies.

IBIS’ promotion of gender equality in democratic governance has in 2012 focused on women’s participation and influence in decentralized decision-making and democratic progress, both within formal political structures and civil society organizations. IBIS’ governance programmes in Africa hold a strong focus on promoting the inclusion and participation in formal political structures, mainly at district levels. All apply strategies of affirmative action to support female candidates in election processes mainly at district level through training of female council members and the promotion of dialogue sessions between elected female members and their constituency. As a result, women have strengthened their capacity to negotiate the inclusion of their demands and needs in local and district development plans. Furthermore, IBIS also
supports broader advocacy and sensitising at community level concerning women’s and youths’ rights to participation and influence in decision-making, including strategies to address men and change traditional culture and perceptions about women’s rights.

The governance programmes in Latin America have a particular strategic focus on women’s participation in indigenous organizations and territorial management, related to collective rights as well as women’s individual rights and citizenship in the indigenous context. A common approach is political and leadership training of indigenous women’s and youth to strengthen their capacity to claim their right to equal participation and influence in indigenous structures, e.g. in indigenous territories, that traditionally are very male dominated with little space for women and youth. In 2012, a new strategic focus on violence against women/gender based violence and women’s access to justice has been initiated in Guatemala and Nicaragua with a particular focus on indigenous women. At present the main strategies applied are training of women and youth to become legal facilitators and leaders in their communities, as well as advocacy and information activities to prevent and respond to violence against women. IBIS and partners still need to further develop tools and methods to measure more substantial changes in power relations and the quality of women’s influence and voice that go beyond the increased numeric participation in decision-making structures.

IBIS’ approach to promotion of gender equality in education is closely linked to the equal right to quality education, related to access and completion, the content of education and the pedagogical methodologies applied. Interventions to enhance gender parity in access to and completion of education are undertaken in all the education programmes, including projects implemented in fragile contexts, e.g. through proactive promotion of girls’ and women’s enrolment in education programmes for out-of-school and out-of-reach children and youth, in adult literacy and through promotion of girls’ right to education in girls’ clubs, during teacher training, in school management committees and community mobilization. The use of mother tongue and intercultural education is another important approach that contributes to the retention of girls/young women at school and their improved learning outcomes.

IBIS has promoted gender equality within and through education by addressing learning environments and equal opportunities. Development of gender sensitive curriculum and training methodologies are integrated aspects of most of the education programmes, as well as specific support to untrained female teacher to enter teacher training colleges. Furthermore, the sensitive issues of school related gender based violence/sexual abuse of girls and boys are increasingly being addressed at school and community levels. Particular progress on youth education interventions applying gender sensitive approaches to increase young women’s opportunities to participate in technical vocational skills development with aspects of life skills, leadership and civic education has been achieved in 2012 and will be further developed and qualified in line with IBIS’ strategic focus on youth. In promotion of gender equality in education it still remains a challenge to monitor e.g. changes in learning outcomes as a direct result of the use of more gender sensitive teaching methods.

### 3.3 Fragility

IBIS defines fragility as a cross-cutting area equally important for development work and humanitarian aid as well as the transitioning between the two. IBIS has implemented education interventions in post-conflict contexts since 2003 in various countries, but has only in the past few years started its development of a strategic framework for fragility. IBIS’ work in fragile states and situations is considered relevant and in line with the Danish Civil Society Strategy, since IBIS supports civil society development and cooperation, transitioning between short-term humanitarian action and long-term development assistance and supporting the stabilisation of essential social services like education, when the state is unable to do so. The following three annual foci for reporting in 2012 originate from the IBIS’ frame application for 2012-2015 and Danida’s guidelines for cross-cutting monitoring of the Danish Civil Society Strategy⁶.

Integration of fragility in education programmes in Liberia, Sierra Leone and South Sudan

The conscious framing of IBIS’ work within the concept of fragility started in late 2011 and fragility in relation to education was addressed in

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⁶ Questions from 2011 as no similar ones were developed in 2012
the Frame Application 2012-2105 as well as in IBIS’ revised Education for Change Strategy (2012-2017) where lines of intervention and thoughts around education integrate fragility.

IBIS’ education projects and programmes in Liberia, Sierra Leone and South Sudan are considered framed within the present fragile context. IBIS has established itself in South Sudan through humanitarian funding from Danida; however in 2011 and 2012 some frame funding was also spent in the country. In terms of the fragile contexts IBIS operates in, the terminology might not always be very fragility-minded, but a strong awareness of what it entails to operate in post-conflict situations does address these special challenges compared to IBIS’ interventions in more developed countries. This fragility-minded awareness is achieved through thorough analysis of contexts. The concrete results from each of the fragile countries can be found under the programmatic reporting for education (chapter 5).

Cooperation with local, Danish and international CSOs in fragile situations

IBIS cooperates with both local and international CSOs in the three fragile countries mentioned above and the results achieved together in 2012 can be found under the programmatic reporting for education (chapter 5). An example of international cooperation is IBIS’ long-term engagement in the Inter-Agency Network for Education in Emergencies (INEE) and particularly in its Working Group on Education & Fragility. The group has achieved concrete results, both for IBIS but also in a far wider international perspective. A tool developed in 2011-2012 on Conflict-Sensitive Education Programming is one such result, which is expected to improve the quality of the work on education in fragile situations. A roll-out plan for the dissemination and implementation of the tool in IBIS globally has been made for 2013.

Support to the transition from short-term humanitarian interventions towards long-term development cooperation

IBIS has documented experience and results of entering into innovative partnerships with international organisations and Ministries of Education, and sustaining and further developing education in emergency concepts such as TEP (Teacher Emergency Package), ALP (Accelerated Learning Programme), YEP (Youth Education Pack) and CREPS (Complementary Rapid Education for Primary Schools) when countries transition from post-conflict to development.

IBIS acknowledges the often weak capabilities and/or lack of will of the state in fragile countries to deliver basic social services. In 2012, IBIS has therefore been building the competencies of the state as a duty-bearer in making it capable to deliver education services with improved quality; as well as strengthening the emerging civil society from the start as rights-holders claiming their rights through advocacy. A lesson learnt from IBIS’ programmes has been that only focusing upon civil society as partners do not necessarily capacitate the state to address its’ responsibility as a duty bearer. Building the institutional skills of the national/regional/local education authorities has thus been instrumental in being able to sustain experiences and resources from IBIS’ supported projects as the countries develop.

Conflict resolution and reconciliation is not directly addressed in IBIS’ programmes, apart from an awareness of contributing to the empowerment of the target groups. Theoretically IBIS is increasingly aware of the major difference of conflict-sensitive and conflict resolution programming; the later being a very ambitious goal, requiring very specialized competencies and power of attorney; the first being a more tangible and relevant goal for all types of programmes, acknowledging the role of education and governance in mitigating conflict and fragility.

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4.1 Reporting at strategic level

The three annual foci for IBIS’ performance concerning democratic governance at the strategic level originate from IBIS’ Organisational Strategy for 2012-2015 and are further defined in IBIS’ work plan and the OPS reporting guidelines for democratic governance in 2012.

Approval of IBIS’ Global Strategy for Democratic Governance, Citizens Rights and Economic Justice

IBIS’ Global Strategy for Democratic Governance, Citizen’s Rights and Economic Justice was approved by IBIS’ Board in May 2012 based on thorough involvement of IBIS’ staff and partners in the programme countries and at Head Office and Board level. This participatory revision process took place, while four new governance programmes were being developed. After approval, the new strategy was thus introduced to IBIS’ staff and partners in programme countries in order to adjust and align implementation strategies of existing and new programmes according to the following objectives of the new strategy.

Objective 1: Empower civil society to conduct local, national and international advocacy for democratic reforms, fair economic redistribution and full transparency and accountability of public and private sector budgeting and expenditure.

Objective 2: Participation and influence of civil society in governance, with focus on women, indigenous peoples and youth at local, national and international levels, incl. indigenous territories.

Objective 3: Equitable access to natural resources, influence on extraction and climate change policies and support to adaptation initiatives.

Based on previous learning, the objectives are designed to create strategic linkages and synergy between IBIS’ thematic and advocacy programmes both at country, regional and global level. Especially objective 3 is linked to IBIS’ Policy on Climate Change, which was approved in June 2012 by IBIS’ Board.

Linking specific advocacy processes at local and national level

The need to link local and national advocacy processes has not only been important for IBIS but also for many of IBIS’ civil society partners as a way to strengthen the level of collaboration. Generally, lessons learned concern the importance of collaborating with both local and national level partners to link the two and use information and cases from the local level as evidence for advocacy at national level. IBIS sees the role as coordinator and facilitator as vital, and IBIS also adds value by supporting partners in creating civil society networks at local level to jointly advocate for increased transparency and accountability of local governments’ social service delivery and national level disbursement of budgets for infrastructure, health and education – thus creating a clear link to IBIS’ thematic programmes within education for change.

A global pattern for IBIS’ support to advocacy processes has been to increase coordination among coalitions of local and national level women and youth organisations. This increased coordination has made it possible for these partners to hold local consultation processes and public hearings to produce political manifests and platforms for policy formulation. As a result, the coalitions have advocated for women and youth’s political participation, job creation, and access to information at national level in dialogue with political parties both before and during election times. Examples of such results are found in the reporting for programmes in Mozambique, Sierra Leone and West Africa. Furthermore, IBIS has during 2012 increased focus in Latin America on supporting partners with legal and technical training in order for them to take local cases to court at national level and thereby advocate for the right to ancestral land by indigenous people.

IBIS has also been successful in facilitating joint advocacy processes between IBIS’ partners and stakeholders outside IBIS’ programmes such as media and research organisations. A lesson learned is that the inclusion of media.
organisations in advocacy processes is significant for generating change beyond the local level, especially in relation to fighting violence against women as well as promoting free and fair elections. However, IBIS and partners will be able to improve outcome performance further by enhancing the quality of advocacy planning and by focusing on a few selected issues for joint advocacy involving both local and national civil society organisations. In addition, IBIS and partners should still improve the formulation of realistic, achievable annual advocacy targets; ensure joint commitment, and clarity of roles and responsibilities between IBIS and partners.

Synergy between thematic programmes and global advocacy programmes in achieving results
IBIS has in 2012 worked to maximise synergy between the thematic programmes at country level and the two global advocacy programmes, AAP and LAPI as a way to strengthen the achievement of results and create a holistic approach regarding IBIS’ work within extractive industries and climate change as a direct link to objective 3 in the new strategy for democratic governance. Focus has in 2012 primarily been on the extractive industries, as the Policy for Climate Change was only approved by mid-2012. The following strategies for maximising synergy and lessons learned on creating linkages between these to types of programmes have in 2012 generated concrete results (elaborated further under the programmatic reporting).

IBIS has organised joint support to partners and networks through financial and technical assistance and training as a way to facilitate learning and planning together. Such joint collaboration between the thematic programmes and the global advocacy programmes has enabled engagements with new partners due to IBIS’ technical expertise within policy formulation on oil and gas in West Africa and guidelines for local consultation on Free, Prior and Informed Consent in Latin America as examples here of.

IBIS has also conducted joint research and analysis of extractive concessions and laws concerning revenue transparency and tax payments in Ghana, Liberia, Mozambique, and in Central America. IBIS’ partners have provided information and evidence to be used for both local and global advocacy by IBIS and partners jointly. However, experience shows that it can be challenging to take national cases and advocate for them at global level beyond their use as concrete examples, since the advocacy space at national level might be minimal and international attention can make it difficult for partners to work and advocate in their countries. Nonetheless, evidence from the national level have been successfully used for advocacy at global level (EU, Denmark and internationally) to strengthen transparency and increase tax payments by extractive companies to combat corruption and capital flight. Hence clear links are made by IBIS between international regulations and local consequences for poor people and their rights to influence and resources, and specific results are achieved, not only through improved global and Danish policies and regulation, but also through increased compensation for people affected by mines and increased revenues for governments (Please see the programmatic reporting for further information on concrete results achieved in 2012).

4.2 Programmatic reporting at country/regional level
The programmatic reporting include a presentation of the most important results, an assessment of the level of achievement (low, medium, high) and a short performance analysis for each thematic programme per country/region related to the programmes’ specific objectives. The specific objectives chosen for this year’s reporting have been selected from a total of three or four specific objectives, the criteria has been their relation to the objectives of the new strategy for democratic governance. Hence the reporting for the thematic programmes at country level is related to objectives 1 and 2, while the reporting for the global advocacy programmes, AAP and LAPI is related to objective 3.

IBIS uses the term annual objective as stated in the frame application for 2010 to indicate what was set to be achieved in 2012. It is important to highlight that the quantitative data and results at output and outcome level provided in this report should not be seen simply as results on their own, but always as something that can be used as evidence for demonstrating the quality of the models that IBIS and partners are implementing, and further used for advocacy in order to achieve more long-term social, structural and political changes.
Ghana

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Public Participation in Local Governance</th>
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</thead>
<tbody>
<tr>
<td>Programme Period</td>
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<td>Donors</td>
<td>DANIDA</td>
</tr>
<tr>
<td>Programme Objective</td>
<td>Poor people, especially women organized and actively involved in shaping policies, influencing priorities and resource allocation at local and national level for more equitable development.</td>
</tr>
<tr>
<td>Background Information</td>
<td>The initial planning for the documentation and final evaluation was started in late 2012, but the execution will take place in 2013 as part of the process of developing the next programme.</td>
</tr>
</tbody>
</table>

Specific objective 1: Capacity of civil society organizations strengthened to mobilize their constituencies to demand accountability of government.

Annual objective for 2012: CSO networks’ capacity is strengthened to engage in advocacy for social accountability at local and national levels.

Results achieved in 2012: High level of achievement, since the capacity to plan and gather evidence for advocacy has been strengthened for civil society partners and their networks with significant results of these advocacy processes at local level. However, further advocacy for social accountability at the national level could have been strengthened.

- IBIS’ partner SEND Ghana has built the capacity of both civil society and duty bearers in the use of mobile phones to aid the process of data gathering in all districts in the Upper East Region. With these skills, vital information has been collected in a report showing the flow of resources going from central government to the districts in order to advocate against the Statutory Deduction of the District Assembly Common Fund. The report shows that an average district receives only 30-40% of the District Assembly Common Fund, which implies that the rest as spent at central level undermining the annual development plans of the districts. This evidence will be used for further advocacy in 2013.

- Following successful advocacy by a network of IBIS’ partners at district level, people living with disabilities are now accessing the 2% District Assembly Common Fund provided under the Government’s Disability Fund Policy. For example, beneficiaries of Bawku West increased from a mere 65 people in 2011 to 351 people in 2012.

- Since the enactment of the Savannah Accelerated Development Authority (SADA) law, three of IBIS’ partners have formed a network to engage the SADA management and the National Youth Authority to allocate resources and provide opportunities for youth and vulnerable populations. This advocacy process has contributed to the government’s allocation of 158,467,000 DKK for SADA’s operations in its 2011 & 2012 budgets. The implementation of SADA projects in agriculture, disaster relief, dam rehabilitation, provision of farming inputs/tractors/fertilizers and tree planting/afforestation and has created 16,000 jobs for farmers in the entire Northern Savannah Regions of Ghana.

- Four of IBIS’ partners have formed a network to mobilise citizens in their respective districts to participate in training and capacity development forums to understand and be able to influence the system of composite budgeting introduced by the central government. IBIS’ partners and their constituencies have been advocating their views and demands regarding the budgets. The input from the CSO network has enabled the District Assemblies to review and finalize their 2011-2013 Medium Term Development Plans including the aspirations and feedback from civil society.
Specific objective 2: Women organised and actively involved in decision-making processes at local level.

Annual objective for 2012: Partners advocate for the participation and election of women to be addressed by local government development policies and programs.

Results achieved in 2012: Medium level of achievement, since a limited number of female candidates won elections and were included in local decision-making, nonetheless IBIS and partners were able to advocate for an increase and ensure women participation in significant local leadership positions.

- In Ashaiman District, 14 women were supported by IBIS’ partners to contest the district level elections but only one woman was elected into the assembly. In the Northern Region 21 women out of 137 female candidates got elected. 70 female candidates contested in the Upper East Region and 23 women were elected. Not satisfied with this marginal number, IBIS’ partners embarked on vigorous advocacy work to get the government (as part of its 30% appointment quota) to appoint more women to add up to the few elected. As a result three more women got appointed in Ashaiman, 89 women got appointed in the Northern Region and the Upper East Region had 43 female appointees.
- The inclusion of women in the Chief’s Council of Elders was very successful in five districts. The number of women now sitting in the council with the male Chief Council of Elders in these districts has increased from 325 in 2011 to over 500 in 2012. IBIS’ partner confesses: “we see this as a great achievement because traditionally it was very difficult to see women sit with the chiefs and elders, especially in this part of the country, but this is now a thing of the past.”

Deviations from plans and relevant learning
No deviation is registered but as part of important learning from 2012, the following aspects are identified: There is still the lingering challenge of grassroots organisations working in synergy with national level actors for integrated and effective national level advocacy process. It is therefore extremely positive that the programme has successfully started to boost synergy between local partner organisations and national stakeholders. Likewise, a number of concrete initiatives have emerged from closer interaction with other national and regional partners during 2012 which should be taken further during the coming period. The programme invested in a number of important processes during 2012 to strengthen both the professional competencies and organizational capacity of partner organizations, just as stipulated in IBIS’ Partnership Strategy and with the clear purpose of increasing the advocacy potentials of the partner organisations. The approach of clustering a number of different partner organizations around common capacity building processes and a common advocacy objective is an effective use of resources.

Assumptions and risks
Based on the recommendation of the Formative Monitoring Mission in December 2011, the programme management decided on cutting down the large number of partners of the programme. The decision was to seek to collaborate differently with the District Assemblies in a way that allowed civil society partners to document the challenges faced by the District Assemblies and use this to influence central government through their advocacy work. This step was a potential risk in 2012 because it was extremely important to maintain a good working relationship with the District Assemblies. The issue was however managed effectively by inviting only the District Assemblies in June 2012 to a closed meeting for open and frank discussions. The meeting afforded both IBIS and the District Assemblies to not only agree that financial support to their work was not only unsustainable; it was simply not the priority in the collaboration. A more strategic approach, it was agreed, will be to support civil society organisations to engage in national level processes.
### Liberia

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Democratic Rights and Inclusive Governance in Liberia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Period</td>
<td>July 2012 - December 2013 for the inception phase</td>
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<td>Donors</td>
<td>DANIDA</td>
</tr>
<tr>
<td>2012 Total Exp.</td>
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<tr>
<td>2012 Frame Exp.</td>
<td>1.794,566 DKK.</td>
</tr>
<tr>
<td>Programme Objective</td>
<td>Civil society organizations will advocate for and influence democratic processes and resource distribution at local and national level for more inclusive, equitable and transparent governance for all people in Liberia.</td>
</tr>
<tr>
<td>Projects linked to the programme</td>
<td>Links to the Africa Against Poverty Programme with the use of staff in certain activities.</td>
</tr>
<tr>
<td>Background information</td>
<td>The focus of 2012 has been on starting up the programme which officially began in July 2012. However, the position of the Programme Director was not filled until October. The initial months have focused on recruiting further staff as well as identifying and assessing potential partners and specific geographic locations for programme activities. No evaluations have been made this year as the programme has just started.</td>
</tr>
</tbody>
</table>

**Specific objective 1:** Increase civil society awareness and participation in decision-making and revenue allocation for sustainable use and equitable benefits of natural resources at local and national levels.

**Annual objective for 2012:** congruent with the inception phase objective from July 2012 to December 2013. Increase civil society understanding and participation in public dialogue associated with natural resource concession agreement and their related social development funds at local and national levels.

**Results achieved in 2012:** Medium level of achievement since IBIS has in the short implementation period identified and assessed two partners: Sustainable Development Institute (SDI) and Save My Future Foundation (SAMFU) and achieved the following results:

- IBIS hosted a workshop for the Liberia Oil and Gas Initiative (LOGI of which SDI and SAMFU are members) on the new petroleum policy for Liberia with the participation of staff from the Africa Against Poverty Programme based in Ghana to learn and share experiences within the region. Joint input by LOGI to the policy formulation process has not happened in 2012 due to lack of coordination in the network.
- A 3 day conference, a joint initiative by SDI and SAMFU, was supported by IBIS. This conference included a public stakeholder dialogue of 200 community members from affected lands of palm-oil concessions and concluded with a joint declaration with community members on palm oil concessions in new intended areas to be submitted to the government.

**Specific objective 2:** Improve accountability and transparency of development policies and distribution through advocating for resource allocation and tracking of budgets from national to local levels.

**Annual objective for 2012:** congruent with the inception phase objective from July 2012 to December 2013. Improve accountability and transparency in decentralizing governance through advocating for resource allocation and tracking of budgets in the education sector from national to local levels.

**Results achieved in 2012:** Low level of achievement, since activities with partners have not been initiated yet, but IBIS has done a preliminary selection of partners and a plan for short-term consultancies and in-house field studies to build knowledge and capacity of potential partners for strategic planning of the activities and for the selection of geographic areas for the local intervention:
• Initial discussions held with two potential partners, AGENDA and CENTAL. IBIS plans to engage with either or both organisations in short-term contracts to test their potential capacity in the area of budget tracking.

**Specific objective 3:** Increase the active participation and influence of women and youth in decentralized decision-making and democratic processes for equal rights at local and national levels.

**Annual objective for 2012:** congruent with the inception phase objective from July 2012 to December 2013. Increase awareness and capacity of women and youth in advocating for equal rights and participation in decentralization of governance processes at local and national levels.

**Results achieved in 2012:** Low achievement of results as the partner assessment has only just begun.

• One potential youth partner, National Youth Movement for Transparent Elections has been preliminarily identified.

• IBIS has also prepared and planned for a study and workshop on women and youth organisations to further determine which partners IBIS should work with. These activities will take place in 2013.

**Deviations from plans and relevant learning**
Constraints related to recruitment have delayed the start of the programme. By the end of 2012 four staff positions were vacant. Staff turnover in the finance department has furthermore hampered timely completions of activities including partner assessments and review of expenditures of implementing partners. Nonetheless, IBIS has managed to fund partner activities under the first objective of the programme. However, the baseline study has been postponed to the beginning of 2013 to ensure the participation of IBIS and partners’ staff. Furthermore, it might be relevant to already consider a no-cost extension of the inception phase of the programme considering the delays the programme has experienced in starting up in 2012.

**Assumptions and risks**
There are a plethora of organisations that are youth or women focussed on participation in decision-making and governance processes scattered through the country and varying in terms of size and capacity. Hence there is a potential opportunity to work through youth and women networks, as there seems to be a number of instances where civil society organisations have aligned under various umbrellas and have larger constituencies. It is however important to avoid spreading the local governance activities too thin thematically and territorially, especially since there is a significant gap in capacity between urban based organisations and rural based civil society groups. IBIS will continue to take this into consideration in the further partner assessment and capacity development.

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**Mozambique**

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Building Citizenship in Mozambique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Period</strong></td>
<td>Apr 2008 - May 2013</td>
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<tr>
<td><strong>2012 Total Exp.</strong></td>
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<td><strong>Donors</strong></td>
<td>DANIDA, UNDEF, NORAD, MASC</td>
</tr>
<tr>
<td><strong>Programme Objective</strong></td>
<td>Citizens and the organisations representing their interests participate in and influence the democratic process towards socially, economically and politically equitable development of society in Mozambique.</td>
</tr>
<tr>
<td><strong>Projects linked to the programme</strong></td>
<td>Women in Politics (DANIDA, NORAD and UNDEF) MASC – the Civil Society Mechanism (funded by DFID, Irish Aid and USAID)</td>
</tr>
<tr>
<td><strong>Background information</strong></td>
<td>In the 3rd quarter of 2012, IBIS decided to shift the geographic location of the new programme and at the end of the year a final evaluation and program documentation was initiated in order to plan and conduct a sustainable closing of the programme by the first quarter of 2013.</td>
</tr>
</tbody>
</table>
Specific objective 1: Active citizens use their capacities and voice to participate in and influence the social, economic and political development of their communities.

Annual objectives for 2012:
- Change agents have influence on local development by supporting the spread of information relevant to communities.
- Women have a growing influence on the local decision-making process.
- Increased motivation and confidence among citizens to participate in setting the development agenda, with greater focus on local forum and local councils.
- Journalists on community radio stations broadcast information that influence citizens in making decision, producing programs and facilitating debates in which citizens express their ideas.

Results achieved in 2012: Medium level of achievement based on the increase in local influence on development, especially in the local councils, however documentation is still weak.
In the six districts, IBIS and partners together with members of consultative councils have through dissemination of evidence based research, public debates and local dialogue successfully influenced local development in areas of land, local budgets, and local development funds. The following results have been met in accordance with the annual objectives for 2012:
- A total of 83 change agents have received training in evidence based advocacy techniques which they have used as members of consultative forums to lead community initiatives related to their right to land in forestry areas.
- Six dialogue sessions have been held between the female municipal members and their constituencies as well as three sessions on gender budgeting in order for them to interact and take forth issues raised, which led to 13 gender action plans were elaborated and seminars held with municipal and provincial leaders to take forth issue pushing for women’s involvement in decision-making.
- School council members have monitored the school direct support funds in 28 schools based on monitoring sessions done by partners. Public debates and citizens festivals were also held involving up to 500 youth participants and local groups.
- 61 local journalists have been trained in governance related issues and have disseminated budget information through local media advocating for transparency and accountability.

Specific objective 2: Civil society organisations that are representative, participate in, influence and monitor development of matters related to decentralisation, gender equity and sustainable economic policies at local and national levels.

Annual objectives for 2012:
- The district plans reflect the concerns of the civil society organisations active in the districts.
- Civil society organisations participate in the governance monitoring process and demand accountability both at district and provincial levels.
- Representatives of civil society organisations effectively express their suggestions and demands at national and local level planning and decision-making.
- Civil society organisations have better internal systems of governance and have improved their financial and organizational sustainability.

Results achieved in 2012: High level of achievement, especially at the local (district) level since the civil society organisations partnering with IBIS have improved their capacity to facilitate planned advocacy processes substantially.
- IBIS’ partners have influenced municipal and district governments to ensure greater transparency and participation of civil society in issues of public services and land.
- IBIS’ partners have brought forth critical reports and participated in 9 meetings with local governments to discuss their social obligations when it comes to services related to health and infrastructure as well as companies social responsibility towards communities affected by forestry concessions.
• IBIS’ partners have presented legal proposals to national government on issues regarding corruption and extractive industries. Especially youth leaders active in the Youth Parliament have engaged parliamentarians.
• All 10 partners of IBIS have held annual assemblies for the members and 8 of them have concluded their projects in 2012, while two have managed to access new funds from other sources than IBIS.

Deviation from plans and relevant learning
Documentation and analysis of lessons learned was planned for and could have provided important learning regarding the change agents’ organizational anchoring and ways to build sustainability into the local advocacy processes facilitated by IBIS and partners to be taken forth in the design of the new programme. Hence an important learning to take forth is to make time for such documentation of programme phase out, especially regarding strategies for the taking forth partnerships with local partners and collaborators.

Assumptions and risks
The political environment in the country has suffered a serious setback in terms of democratization and decentralization processes. As a result of the 10th party congress of the governing FRELIMO, the division between state and government/party has been even further erased since from now on any government decision must be approved by the party - implying that to be considered a citizen/CSO in Mozambique you have to be a party member or a an organization considered non-critical to FRELIMO policy. Thus the space for a vibrant critical civil society has been seriously diminished, most likely as part of FRELIMO’s preparation for the municipal and general elections to take place in 2013 and 2014. In spite of the increasingly hostile climate for civil society participation in the country in general, IBIS and its partners have used the institutionalized dialogue set up by law to allow for consultative engagements between government and civil society. The partners and change agents have thus to a large extend been able to articulate their concerns at local, and to a more limited extend at provincial and national level.

Sierra Leone

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Citizens’ Rights and Responsibilities in Governance</th>
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<tbody>
<tr>
<td>Programme Period</td>
<td>Apr 2011 - Dec 2014</td>
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<tr>
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<td>Donors:</td>
<td>DANIDA</td>
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</table>

Programme Objective
Poor people, women, youth and marginalized are involved in political and democratic processes to influence pro-poor structural reforms and resource allocation at local and national level in Sierra Leone.

Projects linked to the programme
Operations One Days Work project started in 2012, but no funding has been spent yet.

Background information
IBIS has in 2012 prepared for the extension of the programme from the initial inception phase to include one more district (neighbouring to Kono) as well as a new strategy, new partners and logistical set-up. No Formative Monitoring Mission or other reviews have taken place in 2012.

Specific objective 1: Strengthened public and civil society capacity to facilitate interaction for pro-poor and accountable governance

Annual objective for 2012: Civil society organisations influence transparent, open and free and fair elections and voters appropriately informed of their rights and roles, and of the procedures in the election process in Kono district and Sierra Leone evident on the trouble free nature of the election process.
Results achieved in 2012: High level of achievement as the election process was overall considered transparent, open, fair and free as well as peaceful in Kono district and in Sierra Leone at large.

- In Kono and Koinanduco districts, partner activities include voter education, innovative ways of support to female and youth candidates, support to street campaigns, denouncing electoral violence and production of a documentary consisting of the calm messages displayed in sensitive areas. At national level, the program cooperated with the National Election Watch and with the network of West African Women on Elections Observation, followed from the joint funding on gender empowerment with IBIS national and regional governance programmes in Ghana and West Africa, an initiative paving the way for a regional advocacy on the 30% affirmative quota for women. Both at district and national level these initiatives contributed to political tolerance and monitoring compliance of citizens to the elections codes of conduct.

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

Annual objective for 2012: Participation of at least one women and one youth group representative in community development planning in all nine chiefdoms.

Results achieved in 2012: High level of achievement as the participation of women and youth has amounted to two processes of community development planning in nine chiefdoms.

- IBIS has supported local development planning through training in needs identification, planning of budgetary processes for women and youth in 27 wards in nine chiefdoms. The support resulted in joint citizens and local council action in the review of two local councils’ annual plans as well as two local budget hearings in 2012. This process is expected to pave the way for three mining wards to enter into community development agreements with mining companies based on the reviewed plans and provided the citizens with leverage to enter the budgetary processes at national level

Specific objective 3: Women and youth groups organized and actively involved in democratic and decision-making processes at national and local levels.

Annual objective for 2012: Increase in the representation of women and youth in the two district councils by 2012 by 10%.

Results achieved in 2012: High level of achievement with the 10% increase in representation.

- The number of women elected into the local councils has increased from 6 to 10 out of 39, indicating a rise from 15% in 2008 to 26% in 2012. Similarly, the number of youths elected into Koidu City Council in 2012 increased from 4 to 6 out of 15, meaning a raise from 27% in 2008 to 40% in 2012.

Deviations from plans and relevant learning
At national level, the independent monitoring team consisting of civil society organisations, including IBIS’ partners, has stopped working due to lack of funding. Hence the planned advocacy regarding the right to dissemination, analysis and debate of the District Budget Oversight Committees’ annual report at district level was not sufficiently prioritized by partners to yield results in 2012. It is well noted that there is a need to review this effort based on the need to change the programme strategy to place civil society at the centre of budget advocacy in the partnership with the Budget Advocacy Network, BAN.

Along the way there have been some challenges with the organizational development of three partners CSN, the Mining Advocacy Platforms and APOA in the areas of developing statutes, clarification of roles and areas of responsibility and delegation of decision. These challenges should be analysed and commended on in future reporting.

Assumptions and risks
It is recommended that the planned extension of the programme into the neighbouring district is thoroughly strategized and designed to build on the rich network and advocacy experience and learning from the current programme.
West Africa

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>West Africa Human Rights and Democratisation</th>
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</thead>
<tbody>
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<td>2012 Frame Exp.</td>
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<tr>
<td>Programme Objective</td>
<td>Governments, media and civil society are active in ensuring compliance with human rights at local, national and regional levels and that peaceful environments have been established to ensure sustainable development in West Africa.</td>
</tr>
<tr>
<td>Background Information</td>
<td>The three strategic partnerships with WANEP, Media Foundation of West Africa and FOSDA are long lasting partners of IBIS and characterized by high levels of mutual confidence and are managed through the establishment of partnership development plans with each of the organisations.</td>
</tr>
</tbody>
</table>

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 for 2012: The partners build the capacities of CSOs, media, state and regional institutions to address at least three important human rights and democratization issues in the region.

Results achieved in 2012: Medium level of achievement as at least three important human rights and democratization issues have been addressed in 2012 by the partners in coalition with CSOs in the region.

- The Media Foundation of West Africa (MFWA) continued monitoring, documenting and publicising freedom of expression and media rights violations through its “Alerts” across the sub-region. A total of 68 rights violations cases were recorded and publicised globally through the internet to over 9,000 recipients including human rights groups, governments and governmental agencies, the media and individuals. The watchdog function of the “Alerts” has contributed to the 34.6% reduction of rights violations of journalists and media organisations from 2011 to 2012.

- Under the leadership of the MFWA, a coalition of more than 20 CSOs in the sub-region comprised of human rights CSOs from 11 countries and regional network organisations, held a civil society consultative forum in partnership with the ECOWAS Parliament on the issue of non compliance with the decisions of the ECOWAS Court of Justice. A joint declaration was adopted and accepted by the ECOWAS Commission calling on the ECOWAS Heads of States to ensure compliance with decisions of the court or otherwise impose sanctions upon member states who fail to meet their obligations. ECOWAS thus committed itself to enforce the Community Court Decisions on Human Rights in member countries and will now include enforcement of the Court’s decisions on the agenda of the Heads of States Summit in 2013.

- A training seminar on public policy advocacy was held for representatives of 20 CSOs and the Land Commission, the Environmental Protection Agency and the National Archives of Liberia. The training which was organised by WANEP aimed to build the capacity of participants to influence reforms of the national land administration policy in order to curb land disputes, which are usually characterized by violent conflicts that pose threats to national security and peace. They prioritised two issues for further engagement in 2013. First, advocacy to address conflicts related to double/multiple sales of land, and secondly, advocacy to reduce the number and intensity of county boundary disputes.

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 non-violent and democratic elections.

Annual objective for 2012: WAHRD Alliance and CSO partners in Ghana and Sierra Leone will proactively respond to specific issues that can derail or undermine the elections through violence.
Results achieved in 2012: Medium level of achievement as the three partners of the programme have created awareness and built capacity to prevent violence during elections in Ghana and Sierra Leone in 2012.

- Nine months prior to the elections in Ghana, the IBIS’ partner MFWA ran a weekly publication of indecent, insulting, inciting or hateful expressions made by political party representatives who appeared on 31 radio stations across the country. These publications named and shamed the radio stations, the individuals who engaged in indecent expressions as well as their political parties. IBIS’ support to this process resulted in direct engagement with journalists, radio station managers and political parties in two national conferences organised by MFWA. These initiatives resulted in significant reduction in the use of indecent, insulting, inciting or hateful expressions by political party representatives from an average of 20 incidents per week at the beginning of the project in April to three in the month of the elections at the end of 2012.

- IBIS’ partners, WANEP and FOSDA, facilitated capacity building of 250 youth to desist from engaging in violence and to promote peace and security through their Youth in Elections and “Ballots Not Bullets” campaigns respectively in Ghana and Sierra Leone. The 250 young men and women selected among five major political parties in eight hotspots acquired knowledge and skills in electoral rules and regulations, conflict resolution, non-violent communication and early warning to electoral conflicts and violence. Spurred by the increased capacity, the youth jointly carried out activities under the Inter-Party Youth Dialogue Committees. They carried out peace campaigns through exchange of peace messages on Facebook, radio jingles, live radio and television discussions, community/religious gatherings and inter-party youth competitive games. In Sierra Leone, WANEP organised a national elections policy forum which was attended by 20 participants representing the National Electoral Commission, National Elections Watch, All Political Parties Women’s Association, National Union of Sierra Leone Students and Civil Society Organisations. This forum was covered by journalists with the purpose of raising public awareness on the importance of peaceful elections.

Deviations from plans and relevant learning
No deviation is registered but as part of important learning from 2012, the following aspects are identified:

For the future of the programme, it will be crucial to proactively seek coordination with other international NGO’s and institutions, even before entering into the planning phase of the selected advocacy processes. The thematic areas that the programme is dealing with are extremely complex and require joint funding and strategic priority from more international organizations. The programme management should be commended for including media and communication into many of the advocacy processes. The experience with including a media partner organization and thinking communication and the active use of different media into the advocacy processes is an important positive lesson to be considered in other programmes as well.

Assumptions and risks
There is no doubt that 2012 led to important progress within the stated annual objectives of programme. The results of the programme were produced in a very challenging and diverse political context in West Africa where democratic governance is improving in a few countries, but where fragile democratization processes, economic, social and gender inequalities, security problems, high levels of corruption and lack of accountability, dominate the picture in most countries.

Important aspects from reviews and evaluations
After the 2012 Formative Monitoring Mission, a study is currently taking place to determine the specific thematic focus of the programme in the future. There is a strong interest in implementing the three main recommendations from the recent Formative Monitoring Mission which were to 1) strengthen IBIS’ proactive and close facilitation of partners’ advocacy processes and capacity development, 2) focus more on change driven partnerships and planning processes, and 3) identify burning issues for clear regional advocacy change. These are essential to strengthening partners’ capacity and to sharpen their advocacy strategies in order to reach significant and clear results based on the programme work.
**Bolivia**

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<thead>
<tr>
<th>Thematic Programme</th>
<th>Intercultural Indigenous Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Period</strong></td>
<td>May 2012 - Apr 2017</td>
</tr>
<tr>
<td><strong>Donors</strong></td>
<td>DANIDA</td>
</tr>
<tr>
<td><strong>2012 Total Exp.</strong></td>
<td>4.186.619 DKK.</td>
</tr>
<tr>
<td><strong>2012 Frame Exp.</strong></td>
<td>4.186.619 DKK.</td>
</tr>
<tr>
<td><strong>Programme Objective</strong></td>
<td>To implement proposals for indigenous management with an intercultural vision and perspectives for sustainability.</td>
</tr>
<tr>
<td><strong>Projects linked to the programme</strong></td>
<td>The previous regional governance program for South America continued in Bolivia in the spring of 2012 and some of the partner activities continued in the new programme. The expenditures in 2012 include partner activities in the transition period between the previous and the new programme.</td>
</tr>
<tr>
<td><strong>Background information</strong></td>
<td>This new governance programme in Bolivia was approved in May 2012 and therefore only started to implement projects from May to December 2012. Hence no evaluations have been carried out this year.</td>
</tr>
</tbody>
</table>

**Specific objective 1:** To strengthen the political vision of indigenous organisations and their capacity to propose public policies, allowing for intercultural indigenous management and a greater capacity for advocacy.

**Annual objective for 2012:** Two legislative proposals elaborated and presented before the Plurinational Assembly on Prior Consultation and Land (as the parliament in Bolivia according to the new constitution).

**Results achieved in 2012:** Medium level of achievement since only one out of two legislative proposals has been elaborated this year.
- Based on shared work facilitated by IBIS between the two indigenous autonomies, JAKISA and the Autonomous Council of Pampa Aullagas, the Autonomy Statute of the Indigenous Autonomy of Pampa Aullagas was completed and presented to the Plurinational Constitutional Court with a response expected in 2013.

**Specific objective 2:** To strengthen participation, with special focus on indigenous women and youth, in decision-making related to indigenous territorial management and political participation at different levels.

**Annual objective for 2012:** 60 women strengthen their capacities in the School for Political Training with the implementation of 10 modules.

**Results achieved in 2012:** High level of achievement since the annual target of 60 women has been superseded this year.
- IBIS’ partners, JAKISA and FAOP-NP have as indigenous autonomies strengthened the competencies and self-esteem of 87 women at the two training centres known as Schools for Political Training (40 in the Killaka Nation and 47 in the Charka Qhara Qhara Nation). The women have completed 10 capacity building modules facilitated by IBIS, and professional leaders have shared their own experience. The School for Political Training has helped female representatives get elected for the position as Council Woman in the Municipality of Pampa Aullagas as well as one female representative already active in the same municipality. Thus, the women are already participating in the administration of their territory.

**Deviations from plans and relevant learning**

No deviation is registered but as part of important learning from 2012, the following aspects are identified:
Linking indigenous organizations with expert NGO’s and even with external stakeholders such as the ex-Ombudsman and Platform for Climate Change seems to be a strong set-up for achieving the objectives of the programme. The programme management should also be commended for including journalists and radio communication into the advocacy processes and for successfully linking local level organizations with
national level organizations in the advocacy process related to presenting proposals regarding free, prior and informed consent and the law on domestic violence.

Assumptions and risks
IBIS has taken action to adjust strategies and financial support to two partners to mitigate risks related to the internal division of CIDOB and the internal organisational challenges of CONAMAC as IBIS’ partners.

Guatemala

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Governance for Interculturality and Equality</th>
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</thead>
<tbody>
<tr>
<td>Programme Period</td>
<td>May 2012 - Apr 2016</td>
</tr>
<tr>
<td>Donors</td>
<td>DANIDA, the Norwegian Embassy</td>
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<tr>
<td>2012 Total Exp.</td>
<td>6,573,746 DKK.</td>
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<tr>
<td>2012 Frame Exp.</td>
<td>4,742,240 DKK.</td>
</tr>
<tr>
<td>Programme Objective</td>
<td>In exercise of their rights, indigenous peoples, women and youth build an intercultural society and file political and legal actions to ensure the feasibility of their social, economic and political inclusion.</td>
</tr>
<tr>
<td>Projects linked to the programme</td>
<td>Institutional Strengthening of the Indigenous Authorities (Norwegian Embassy).</td>
</tr>
<tr>
<td>Background information</td>
<td>The present thematic governance programme in Guatemala was approved in May 2012 and builds on the external evaluation and lessons learned of the previous governance programme in the country. The present Programme Director took over office in September 2012. Hence the programme has only been up and running in the second half of 2012. As the programme has just started this year, no evaluations have taken place so far.</td>
</tr>
</tbody>
</table>

Specific objective 1: Indigenous peoples, women and youth apply development models based on the protection of natural resources and advocate in favor of economic justice and full exercise of their individual and collective rights.

Annual objectives for 2012:

- 50 indigenous men and women leaders and their organisations organise a national meeting to discuss joint advocacy objectives related to economic justice, indigenous people and natural resources, in order to generating public opinion on extracting companies’ use and current exploitation of natural resources.
- One organisation and indigenous people’s traditional authorities pursue legal actions filed before the Guatemalan state to recover patrimonial and cultural property.

Results achieved in 2012: Medium level of achievement as only 26 out of 50 indigenous leaders participated in the national meeting and a legal case has been prepared but the case is still in process in 2013.

- IBIS facilitated a conference for 26 indigenous men and women leaders concerning the Biological Diversity Agreement to elaborate and present inputs to the government representatives concerning the national political positioning on climate change at the 11th Conference of Parties. IBIS supported partners to legally claim for recovery of patrimonial and cultural property. The indigenous authorities prepared a joint strategy used for a lawsuit starting in 2013.

Specific objective 2: Indigenous women and youth with increased inclusion and political participation generate new gender and generational relationships within their organisations and society.
Annual objectives for 2012:

- Women leaders of six community, municipal, departmental and national indigenous organisations demand from ancestral and government authorities the application of justice in cases of women rights’ violation.
- Indigenous peoples’ organisations and community/municipal authorities develop actions to advocate in favour of prevention and elimination of violence against women and providing attention to reported cases.

Results achieved in 2012: Medium level of achievement since capacity building of women and cases prepared to claim justice for women has been initiated but the outcomes are still pending.

- IBIS facilitated capacity building of 19 female legal promoters who made the commitment to start working at community level in 15 communities of the 8 municipalities in El Quiché to contribute towards eliminating violence against women, sensitizing at the same time indigenous and community authorities about reporting and solving cases.
- Two IBIS partners have supported 155 women victims of sexual violence, property theft and property eviction, in their demand for justice. In 19 out of 75 cases of female victims of sexual violence, evidence has been presented and forms part of the collective claim for denial of compensation to be submitted before the Inter American Human Rights Court.

Deviations from plans and relevant learning

No deviation is registered but as part of important learning from 2012, the following aspects are identified:

It’s extremely positive that IBIS in Guatemala has embarked on the complicated area of economic justice and natural resources during 2012 in accordance with the new global governance strategy. An important learning is to engage directly with the different government entities regarding the more structural causes of economic inequality and coordination with research, media and other international organisations should be considered in order to plan linkages from local to national level.

There are numerous very concrete results related to the prevention of violence against women. Each of the legal processes related to violence and local initiatives on women’s rights that IBIS and different partners have facilitated are extremely brave and important considering the difficult context where gender inequalities are still extremely taboo. Hence IBIS is strategizing for a stronger and more holistic advocacy plan around one or two of the many initiatives related to violence against women, which include the establishment of a broader coalition, targeting advocacy issues at national level, involving research institutions, lawyers, journalists, media and probably other international stakeholders.

Assumptions and risks

The Guatemalan government has modified the legal framework for access to public information and institutional decisions, limiting citizens’ participation and insight into public administration. Hence the political space for manoeuvring has decreased; nonetheless IBIS has continued to strengthen the capacities of civil society leaders and organisations as partners of this programme.

The current economic policy has focused on issuing concessions for exploration of natural resources without considering indigenous populations’ claim to territories with the risk of increasing levels of confrontation. The military has gained further influence in governmental agencies under the claim of increasing security and responded with violence against such social protests and demonstrations resulting in several killings. IBIS has in 2012 worked to strengthen the technical, legal and political skills of the indigenous authorities in order to strive for dialogue in stead of placing emphasis on social conflict.
### Nicaragua

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Intercultural Governance</th>
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<tbody>
<tr>
<td>Programme Period</td>
<td>Apr 2012 - Mar 2016  Donors DANIDA, the Danish Embassy, EU</td>
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<tr>
<td>2012 Total Exp.</td>
<td>5.991.720 DKK. 2012 Frame Exp. 3.853.048 DKK.</td>
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<tr>
<td>Programme Objective</td>
<td>To empower men and women from civil society, particularly from indigenous peoples, Afro-descendant peoples and the most vulnerable populations in Nicaragua to take action to build a democratic state with gender equality.</td>
</tr>
</tbody>
</table>
| Projects linked to the programme | INSFOP: Chorotega people building intercultural democracy (EU)  
PASMA II (Danish Embassy) |
| Background Information   | The governance programme started up in April 2012. The first months were spent on defining the partner projects and partner agreements. The programme covered 9 partners at the end of 2012. A few partner projects were also supported during the previous regional governance programme, a fact that contributes to achieving significant results and progress in 2012 despite the short time of implementation. A baseline study was initiated in late 2012 and will constitute an essential tool for monitoring in 2013 and onwards. As the programme started in 2012 review and evaluations have not been carried out this year. |

**Specific objective 1:** Civil society, indigenous peoples and Afro-descendants have strengthened their institutional capacity and established alliances on issues of territorial governance, interculturality, collective rights, gender and youth.

**Annual objective for 2012:** Training and capacity building of community members and representatives of partner organisations and indigenous peoples on issues of human rights, leadership, planning, socio-political influence, particularly benefitting indigenous population on the Atlantic Coast and in the Northern and Western part of Nicaragua initiated.

**Results achieved in 2012:** Medium level of achievement taking into consideration the short implementation period.

- The Centre for Training in Leadership for Local Development has continued as an IBIS partner with their training program for 35 community leaders, council members and staff from municipalities in the Northern and Western parts of Nicaragua. A particular achievement of the new programme from May 2012 has been the written commitment of the municipal and indigenous councils to ensure the assistance of the participants in the basic course on leadership and planning for local development, leading to personal development (increased self-esteem, interpersonal relations, negotiation skills) and increased capacity to carry out planning and advocacy processes that generate local development with an intercultural and gender sensitive approach in their respective municipalities and indigenous territories. The curriculum is continuously adjusted and adapted to the local and national situation as well as the specific interest and demands of the participants (focus on women and youth).
- IBIS’ partner CENIDH has initiated information sharing and workshops targeting the indigenous population on the Atlantic Coast aimed at increasing the population’s knowledge on collective rights, advocacy and negotiation capacity. The training and information activities succeeded in more active participation of women (more than 50%) and youth leaders (40% of the participants) contributing thus to changing the generational and gender power balance in the indigenous communities. The collaboration between CENIDH and the indigenous organisations furthermore contributed to promoting intercultural alliances and coordination among indigenous organisations on advocacy initiatives concerning territorial demarcation and title clearance directed towards the National Demarcation and Titling Commission.

**Specific objective 2:** Youth and women influence political and economic decision-making processes in their own social organisations and indigenous, municipal and regional governments.
Annual objective for 2012: 30 women and 20 youth have been incorporated into the leadership structures in the indigenous territories and partner organisations.

Results achieved in 2012: High level of achievement taking into consideration the short implementation period.

- Women and youth participated actively in the consultation process carried out in 21 communities of the Wanky Maya territory on the preparation of the regulations for the management of the indigenous territory, a process that involved 346 community members. In six communities, women were elected as Wihta (community judge) and four women were elected as community coordinators. These elections reflect significant progress in an indigenous culture where positions of leadership have traditionally been occupied by men. However, women still experience discrimination and resistance from male leaders to include proposals put forth by women.

- In the Chorotega territories, youth and women networks have been established as a result of the adjustments of the statutes and regulations for the territorial management. At least 30 women and 30 young people participated actively in their own networks. Generational changes in various indigenous structures, including the councils of elders are being prepared as youth proactively demand inclusion and participation.

Deviations from plans and relevant learning
As mentioned above, the programme started up by mid-July and the identification and preparation of the specific partner projects in some cases took a bit longer than originally planned. Partner development plans with new partners were not initiated as planned. However, the preparation of partner projects constitutes an essential aspect of capacity development on project formulation among the partners.

Assumptions and risks
The narrowing of the democratic space for civil society participation and concentration of power by the ruling Sandinista party increased during the year, e.g. the results of the municipal elections held in November 2012 resulted in 80% of the 153 Municipal Councils/Mayor’s offices now being governed by the party in power. This situation calls for some adjustments of the strategic intervention areas. New partners working with transparency, anti-corruption and accountability have been identified and will start activities in 2013 to counterbalance the narrowing democratic space in the country.

Africa

<table>
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<tr>
<th>Thematic Programme</th>
<th>Africa Against Poverty</th>
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<tbody>
<tr>
<td>Programme period</td>
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Programme Objective

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.

Projects linked to the Programme

Alliance2015 Advocacy Project on Democratic Ownership Development Effectiveness

Background information

During 2012, IBIS has continued targeting strategic processes in selected African countries, particularly on taxation of extractive industries. At the international level, the focus has been on setting an agenda on taxation of extractive industries. The reporting is restricted to the key specific objectives on extractive industries and tax through selected annual objectives. The programme was not reviewed during 2012, but in 2013 a joint global policy programme review is to be undertaken.
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 objectives for 2012:
- Collaboration and networks on extractive industries between CSOs in IBIS countries in Africa have been strengthened.
- Transparency into extractive industries has been improved.
- Danish position is influenced to ensure Extractive Industries Transparency Initiative (EITI) standards are made mandatory in Europe, and steps towards more transparent reporting standards for multinationals have been taken.

Results achieved in 2012: High level of achievement, since IBIS successfully has supported national networks/platforms on extractives and civil society at community level in their work on advocacy and demanding their rights and a fair compensation.
- IBIS has in 2012 in Mozambique, Ghana and Sierra Leone continued to support national networks and platforms on extractives to coordinate advocacy and information sharing. Although it is in some cases challenging to build and strengthen these networks, IBIS has had some success and continues to urge partners to cooperate and coordinate around strong national advocacy initiatives, linking local and national organisations.
- Furthermore, IBIS supports partners at the community level to defend their rights confronted with minerals exploration and demand a fair compensation. In this area a very promising project has started in Northern Ghana. As a result of this project both the company and community members have resorted to court for redress of the grievances instead of employing the hitherto confrontational approaches and tension which previously characterised the relationship between the community members on one hand and the mining company and traditional rulers on the other leading to police arrest and brutalities have gone down considerably. In Sierra Leone, the programme supports together with the governance programme diamond communities in understanding rights and responsibilities and negotiate compensations.
- IBIS has contributed to increasing transparency into extractive industries in the programme countries.
  - IBIS has jointly with partners in Ghana and Liberia prepared a Natural Resource Watch brief. The briefs have locally been presented by partners and have contributed to a better understanding of the tax contributions among partners, parliamentarians and Ministry of Minerals, and how little the sector in reality contributes compared to the export value.
  - The National Coalition on Mining (NCOM) and the Centre for Public Interest Law (CEPIL) have reviewed the mining investment agreement between Newmont and government of Ghana and based on the findings presented a memorandum to the Committee on Review and Renegotiation of Contract (set up by the Government of Ghana with support from NCOM). The committee lauded the effort and pledged to include the recommendations of the report in the renegotiation of mining contracts and stability agreements with the companies particularly with Newmont Gold. The committee also requested CEPIL and its partners to do a similar review of the agreement between the Government of Ghana and AngloGold Ashanti to provide the basis for comparative analysis of the agreement.

IBIS has internationally, in EU and in Denmark been extremely successful in setting the agenda on extractive industries and taxation and contributed significantly to increase transparency into tax payments from extractive industries and demanding further insights into companies’ accounts.
- At the EU level, IBIS has been a key actor in an advocacy coalition which successfully has advocated for getting transparency on tax payments project by project from extractive industries into a new EU Directive. The Danish Government has taken a progressive position on this issue and acknowledges the contributions from IBIS. Furthermore IBIS has advocated for full country by country reporting by companies in the EU Directive in order to hold companies to account for their lack of tax payments.
• In Denmark, the most significant result has been the agenda setting on tax, extractives and development where IBIS is an acknowledged expert and holds a high public and media profile. In late 2012, IBIS carried out a campaign to end capital flight reaching more than 30,000 people and handed over 7000 signatures to the Minister of Tax. The campaign was linked to the international documentary “Stealing Africa” (part of Why poverty?). IBIS successfully convinced the editor to focus on capital flight from Africa and use the Glencore case from Zambia. Results from Denmark are that DANIDA is preparing an intervention strategy on tax and development; progressive positions by the Danish Government on international tax issues related to development; preparation of a DANIDA Strategy for Coherence; The Government is considering to start implement EITI in Denmark.

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 for 2012: Partners in two countries are analysing tax systems and advocating for tax justice.

Results achieved in 2012: Medium level of achievement, since IBIS’ partners in all four programme countries are actively engaged in analysing taxation of extractives and advocating for a fairer share for poor people.

• In Ghana, IBIS has prepared a brief on the Lost Tax Revenues from the Mineral sector and presented it at a partner seminar with participation of the Minister of Minerals, Chamber of Mines and other key actors. This process has led to the fact that the Government of Ghana has increased corporate taxes in the mining sector and presented a bill for the Parliament suggesting a much stronger fiscal regime for the mineral sector, including the idea from the IBIS brief on a windfall tax for the mineral sector.

• In Mozambique, joint efforts from partners, other national and international organizations, independent media and donors have deeply influenced the decision of the Government of Mozambique to renegotiate contracts with a number of mega projects linked to coal, gas and heavy sands as well as to revise the mining and oil laws and its fiscal regimes. IBIS partner, Centro de Integração Pública (CIP) is very actively engaging in the reform of the fiscal regime for the mineral sector, among others using experiences from Ghana and a draft report on the Kenmare mine prepared by IBIS and CIP.

• Regionally, the Tax Justice Network Africa has the capacity to do sophisticated analyses and support partners in the countries to understand tax issues. The Tax Justice Network Africa has carried out a tax perception study in Mozambique and a tax expenditure study in Sierra Leone which are now used by national partners for advocacy.

Deviations from plans and relevant learning
There have been few deviations from plans and the results achievement has been higher than expected, particularly in EU and Denmark. Main deviations are related to the fact that national networks and platforms (NACE in Sierra Leone; Oil Platform in Ghana; Extractives network in Mozambique) face internal challenges and either the programme has had to invest more time in capacity building and organisational strengthening or has had to decide to phase out the partnership (NACE). These developments result in delays in plans and less progress in strengthening coordinated national advocacy.

Assumptions and risks
The challenge in earlier phases of the programme to coordinate well with IBIS Country Offices has been mitigated by establishing clearer management set-up. The risk of having too many agendas has been mitigated through strengthened focus on human resources and projects on extractive industries and tax. The risk of IBIS and partners to be challenged by governments or companies for engaging in politically sensitive issues has been mitigated by holding a low IBIS profile in Mozambique and in other countries to support partners to hold a less confrontational approach and contribute to conflict resolution. The risk of programme coordinator and management based in Denmark advocating on agendas based on partners activities but not sufficiently being involved in them has not totally been mitigated. This is the focus of a forthcoming review report to analyse experiences on how best to carry out advocacy at international, regional and national levels with strong partner ownership.
Latin America

<table>
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<th>Thematic Programme</th>
<th>Latin America against Poverty and Inequality</th>
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<tbody>
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<td>Programme Period</td>
<td>Jun 2010 - Dec 2013</td>
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<tr>
<td>2012 Total Exp.</td>
<td>4.609.194 DKK.</td>
</tr>
<tr>
<td>Programme Objective</td>
<td>Civil society, in particular indigenous peoples, in Latin America has strengthened its voice and influence on issues that have direct impact on inequality, democracy and sustainable development.</td>
</tr>
<tr>
<td>Projects linked to the programme</td>
<td>Southern Voices (DANIDA Climate Fund)</td>
</tr>
<tr>
<td>Background information</td>
<td>In 2012, the programme was in full implementation resulting in an array of very positive results in the realm of advocacy for the rights of indigenous peoples in national and international climate talks and in relationship to the impact of extractive industries. The programme was not reviewed during 2012, but in 2013 a joint global policy programme review is to be undertaken to inform the formulation of the next phase of the programme.</td>
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</table>

Specific objective 1: IBIS and partners have contributed to ensuring 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 ensured that indigenous peoples and the poor population are considered.

Annual objectives for 2012:
- Two case studies on the effects of REDD+ programmes on the rights of indigenous peoples have been elaborated and employed in national and international advocacy in order to hold Scandinavian donors accountable to international conventions.
- Two agreed positions among NGOs and indigenous peoples’ organizations have been converted into public awareness raising activities, lobbying and advocacy in the context of UNFCCC’s COP 18 negotiations.

Results achieved in 2012: High level of achievement as the annual objectives have been met in 2012.
- IBIS has elaborated two case studies on Ecuador and Bolivia, documenting rights’ violations in REDD programme countries, which were presented at an international conference in Copenhagen (with the participation of Scandinavian governments and international institutions). The cases were successfully used to influence the Danish Ministry of Climate negotiators’ position on REDD during COP18 and IBIS and the partner COICA - together with other NGOs and indigenous organisations – have managed to get non-carbon benefits and the recognition of non-market based mechanisms included in the final text during COP 18.
- The IBIS’ partner SusWatch was recognized as one of the main civil society interlocutors on climate issues in the region. In 2012 the network has carried out local capacity building of at least 500 persons as well as dissemination of information regarding the UNFCCC negotiations, Rio+20, REDD+, and national and regional climate strategies (hereunder the regional climate change policy and regional strategy for risk prevention, a joint Central American position on Rio+20 and beyond ). Moreover, the network elaborated at least two policy proposals and three position papers of civil society and indigenous peoples concerning the management of natural resources, forests and climate change.

Specific objective 2: IBIS partners in Latin America have intensified their pressure in order to enforce and promote existent and 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 objectives for 2012:

- Three actions have been taken by IBIS and partners to make governments, extractive companies and international institutions accountable for the compliance of citizens’ rights and social and environmental standards.
- Alliances between indigenous communities, organizations and NGOs have been forged in order to promote the right to free prior and informed consent and a set of guidelines have been presented to the UN Permanent Forum.
- IBIS has in collaboration with EURODAD and Publish What You Pay gained influence on the Danish position and on the revision of EU’s transparency and accounting directive.

Results achieved in 2012: High level of achievement, as the results have been higher than expected in 2012.

- Five actions have been supported: 1) In Guatemala, IBIS’ partner CALAS worked to protect the rights of communities affected by mining and influence the revision of the law on mining; 2) In collaboration with Danwatch, IBIS documented the rights violations of the Marlin mine (Goldcorp). This lead to exclusion of Goldcorp from the portfolio of the two Danish pension funds and dialogue with Goldcorp concerning the pertinent consultation and compensation of communities; 3) A study concerning the World Bank’s financial agency, IFC’s use of tax havens was used to influence the policy of the institution on off-shore financial centres as well as the Nordic-Baltic position within the board of the World Bank; 4) IBIS’ partner Fundación Jubileo in Bolivia has advocated for transparency and as a result three specific articles on transparency have been incorporated into the new hydrocarbon law; 5) An independent Amicus Curiae was presented by IBIS’ partners to the Inter-American Human Rights Commission regarding indigenous people’s voluntary isolation in Ecuador.
- Through the IBIS’ partner, Red Jurídica Amazónica, 7 country studies on the implementation of free, prior and informed consent in national legislation as well as draft guidelines were elaborated (to be presented to the UN Permanent Forum on Indigenous Issues in May 2013).
- IBIS’ two global policy programmes have together with Publish What You Pay and EURODAD successfully advocated for country-by-country reporting to be included in the EU Transparency and Accounting Directive.

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 for 2012: IBIS has gained influence on formulation of the Danish development programmes in Latin America as well as the Danish Strategy for indigenous people and the strategy on natural resources and climate change.

Results achieved in 2012: High level of achievement as IBIS has influenced not only Danish strategies and programmes, but also engaged to influence European positions in 2012.

- IBIS has contributed to shaping Danida’s new human rights programme in Central America, as well as in the formulation of the country programme in Bolivia (advocating for the use of an alternative mechanism to REDD).
- Together with other NGOs, IBIS has included a text on indigenous rights and forest management in Danida’s new strategy on natural resources and climate change.
- Through the European network of NGOs ‘Copenhagen Initiative for Central America’ studies on the effects of the new trade agreements between EU and Latin America were elaborated and engaged to influence the positions of EU parliamentarians.

Deviations from plans and relevant learning

There have been few deviations from the plans, even though the activities of extractive industries are highly conflictive in several Latin American countries leading to human rights violations and criminalization of social discontent. Particularly in Guatemala, the programme has readjusted the focus to work with new extractive projects rather than the most high-profile cases, and increasing also the support to well-established Human Rights NGOs.
Moreover, the programme has increased the focus on taxation of extractive industries in order to chart a possible road out of the conflicts and negative impacts of the activities in the affected communities. IBIS had the plan of supporting the development of an Indigenous REDD model in Bolivia. This plan has been postponed due to the lack of funding and the internal division of the Bolivian indigenous movement in the lowlands.

**Assumptions and risks**

The risk of social conflict in the context of extractive industries are high, and led to a slight refocusing of programme activities (see above) to diminish the negative targeting of IBIS and partners. IBIS has sought to be more proactive in offering policy solutions to conflicts. In Latin America the analysis of and advocacy concerning taxation of extractive industries is still nascent and mainly the domain of specialized NGOs. Many indigenous organizations maintain a position of resistance towards the activities of extractive industries on their land and territories and thus do not consider the discussion over tax and transparency politically relevant. This situation often makes the cross-fertilization between the two types of organizations hard to accomplish, but will still be pursued through capacity building and the establishing of national and regional spaces and forums.
5. Annual performance in Education for Change

5.1 Reporting at strategic level

The two annual foci for IBIS’ performance concerning education for change at the strategic level originate from IBIS’ Organisational Strategy for 2012-2015 and are further defined in the implementation plan for the new Education for Change Strategy and the OPS reporting guidelines for education in 2012.

Approval of IBIS’ Global Strategy for Education for Change

IBIS’ Global Strategy for Education for Change (2012-2017) was approved in May 2012. The new strategy builds on the recommendations of an external evaluation of the former strategy for Education for Change10, and was elaborated through an active participation of the IBIS’ Global Education Group and in dialogue with other relevant stakeholders in the program countries and at IBIS’ Head Office and Board level. An implementation plan11 for the strategy was elaborated and the activities planned for 2012 have been carried out: presentation of the new strategy in all programmes for staff and partners, as well as for the International/Communication Department at IBIS’ Head Office; thorough discussion and analysis of the new strategy at the Global Education Group Meeting and aligning country strategies and programmes to the new global strategy.

The strategy has two strategic goals and lines of action through which it strives to achieve and measure results. The strategic lines of action are interdependent and mutually reinforcing and to each the strategy defines specific areas of intervention. Each programme in IBIS builds on the areas of intervention that are the most applicable to the specific context and most likely to bring about the expected results.

All interventions under strategic line of action 1 (Quality Education) should be used for evidence based advocacy. Similarly achieved results under strategic line of action 2 (Education policy & finance) should produce concrete changes in education practice and learning outcomes.

IBIS and partners’ innovative education models and approaches that provide marginalized populations an opportunity to access relevant non-formal and formal quality education

IBIS’ strategic interventions, regarding protecting, promoting and fulfilling the education rights of the very poor and marginalized children, youth and adults12, have during 2012 further expanded and been qualified, not only in fragile states such as South Sudan, Liberia and Sierra Leone but also in the poor/marginalized areas in Mozambique, Ghana, Nicaragua, Bolivia and Guatemala.13 (See annex 4 for an overview of models/approaches per country)

The global strategy assumes that the models and approaches developed under the strategic line of action 1, when positively evaluated, are institutionalized and sustained in government policies.

10 Evaluation of IBIS’ Education for Change strategy, 05/2011, NCG
13 Locations where access to/completion of quality education is still unequal, compared with other parts of the same country.
Examples on this can be identified, but there is no question that IBIS can improve in striking the balance between fulfilling needs versus a rights based approach. Describing and measuring the most efficient paths of using the models / approaches for advocacy and consequently making governments accountable for delivering on the education rights calls for improved strategic planning and documentation in IBIS at different levels. In order to do so, IBIS has started both national and global capacity development and review processes.

In line with the target on youth in IBIS’ Organisational Strategy

14, IBIS’ education programmes have during 2012 increased their focus on implementing different youth approaches for completion of basic education and technical vocational skills development (TVSD). IBIS and/or IBIS partners have also started interventions to influence that relevant youth education policies are adopted, financed and delivered at different levels. This has in 2012 e.g. been done through initial evidence based advocacy e.g. TVSD/YEP in Liberia – documented experiences are used to influence future actions within youth education or global policy influence joining forces with Alliance2015 to advocate for major inclusion of youth and adults as part of the education on the post 2015 agenda.

An example from Ghana shows that the advocacy work of IBIS and partners in 2012 has contributed to the development and approval of an education policy for complementary basic education in which amongst others the programme’s models/approaches

15 for getting out-of-reach/out-of-school children into school are contained.

The last result cannot be attributed to the CBE Alliance alone, as national policy issues in UK is a main reason for DFID’s strong involvement in education, but the fact that DFID in Ghana prioritizes the complementary education, and not solely focus on girls education (as in many other countries in Africa) is partly because of the evidence based advocacy on these models of the CBE Alliance.

This figure shows the chain of results in 2012:

IBIS and partners have established an alliance on Complementary Basic Education (CBE) with the aim of advocating for the approval, implementation and financing of the draft policy of CBE

This has resulted in:
1) Media coverage,
2) Dissemination of knowledge about the CBE policy and the models to 42 other poor and marginalized districts,
3) Negotiation meetings with Global Partnership for Education (GPE) and DFID as potential donors of the policy implementation

This has contributed towards that the GPE and DFID have in 2012 decided to support the rolling out of the CBE policy, with the objective of getting 120,000 more out-of-school children into the formal school system within the next 3 years, using the models developed by IBIS and IBIS partners

5.2 Programmatic reporting at country level

The programmatic reporting include a presentation of the most important results, an assessment of the level of achievement (low, medium, high) 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 of specific objectives, the criteria being their relation to the two strategic objectives and lines of action of the new education strategy approved in 2012.

IBIS uses the term annual objective (instead of indicator) as stated in the frame application for 2010 to indicate what was set to be achieved in 2012. It is important to highlight that the quantitative data and results at output and outcome level provided in this report should not be seen simply as results on their own, but always as something that can be used as evidence for demonstrating the quality of the models that IBIS and partners are implementing, and further used for advocacy in order to achieve more long-term social, structural and political changes.

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14 IBIS youth position paper begins to translate into concrete youth education activities and IBIS actively pursue cross country learning in this area.

15 Models developed as part of the programme since 2009
Ghana

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Education for Empowerment II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Period</td>
<td>Jan 2010- Jan 2014</td>
</tr>
<tr>
<td>Donors</td>
<td>SIDA, Hempel, Source Trust, Edukan, DANIDA Alliance budget line, DANIDA Single project line (Christmas Calendar), DFID, Børnefonden</td>
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<tr>
<td>2012 Total Exp.</td>
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<tr>
<td>2012 Frame Exp.</td>
<td>4,724,150 DKK</td>
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<tr>
<td>Programme Objective</td>
<td>Local and central government, CSOs, CBO’s and their constituents, are actively engaged in ensuring that marginalised children and youth enjoy their right to relevant, empowering and gender-sensitive quality education.</td>
</tr>
<tr>
<td>Projects linked to the programme</td>
<td>Alliance for Change in Education (ACE), The Christmas Calendar Project (DANIDA), Child and Youth Initiative (SIDA), Paque/Burkina Faso (Børnefonden), Reading for the Future (Source Trust); Improving Quality of Education at Sawla Girls Model JHS via ICT (Edukan), Support to CSOs to Access Star Funds (DFID) Education Accountability (DFID), Hempel Wing Schools</td>
</tr>
<tr>
<td>Background Information</td>
<td>In 2012 the programme has accommodated many external visits of different kinds e.g. media visits by DR related to the Christmas Calendar Project and The Alliance2015 ‘Stop Child Labour’ campaign. The specific objectives, together with revised annual objectives are used for 2012 reporting on achieved results. This is done in accordance with the fact that the programme contains many projects with different institutional/private funding and this should be fully considered when reporting. It is important to mention that the programme in Ghana is additionally responsible for managing IBIS partnership with Børnefonden around the PAQUE project in Burkina Faso.</td>
</tr>
</tbody>
</table>

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

**Annual objectives for 2012:**

- At least 1000 out-of-school children (50 % girls) in two deprived districts enrol into Complementary Education Program (CEP) and 80 % (of which 50 % are girls) transition into the public primary schools
- 1500 out-of-reach children (45% girls) in two other deprived districts enrol in present and former wing-schools (Kindergarten to grade 3) and more than 75% former wing school pupils enrol in grade 4 in the formal school system

**Results achieved in 2012:** High level of achievement, as the programme has achieved the expected results of each of the annual objectives.

- 1,044 out-of-school children (50 % girls) have enrolled in Complementary Education Project in 2012. Total enrolment to date is 3,056 (of which 50 % are girls). Of the 2010/2012 enrolled children 96 % have graduated (49.5% girls) and 82 % transitioned into formal schools (of whom 49 % are girls).
- In 2012, 1,626 out-of-reach children in deprived areas (45% girls) have gained access to quality education in their mother tongue through the wing-schools model. 1,336 (39.29% girls) transitioned in 2012 to formal school grade 4. This amounts to 80.19 % of the (1,666 - 42.85% female) out-of-school children enrolled in 2009. Also 430 out-of-reach children in Saboba District have in 2012 gained access to quality education in four new wing schools established in the pilot project funded by Hempel.

**Specific objective 2:** The application of learner-centred teaching methodologies for improved quality learning outcomes in basic schools in programme districts by the Ghana Education Service has increased.
Annual objectives for 2012:

- 60% of teachers apply learner-centred teaching methodologies in the 80 schools
- 85% of the untrained teachers pass relevant Untrained Teachers Diploma in Basic Education (UTDBE) exams
- 90% of the girls at the model Junior High School pass their exams and are admitted to Senior High School

Results achieved in 2012: Medium level of achievement, as the programme has achieved most of the expected results of each of the annual objectives.

- 558 mainly untrained teachers have been trained in participatory, gender-sensitive methodologies in 2012 in the four programme districts. 35% of these (194 teachers) have been observed and monitored more closely. Of the observed 50% (97) applied the methodologies in a satisfactory way.
- With support from IBIS 200 untrained teachers in the Wing School Project received continuous non-formal training and supervision from the District Education Support Team (DEST) in the two districts of Karaga and Gushegu and have all attended UTDBE. 40 teachers have finalised their formal education (UTDBE), while 155 teachers (97%) have passed relevant exams on their third year (out of four).
- With support from IBIS untrained teachers in East Gonja have formed an Association of Community Teachers in order to advocate for District Assemblies to financially support graduates for the Untrained Teachers in Diploma Basic Education and hence the absorption of these teachers, but also to support each other in applying the learnt methodologies.
- Out of 31 rural marginalised girls at The Girls Model Junior High School, 30 passed exams and entered Senior Secondary School. The Girls Model Junior High School performed 2nd best out of the 22 Junior High School in the districts. Documentation of the performance of the students and the costing of a Model Junior High School has been carried out in 2012 to be used for regional and national advocacy in the future.

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

Annual objectives for 2012:

- The Complementary Basic Education (CBE) Alliance maintains its advocacy for implementation of the CBE policy and donors start financing the policy.
- The capacity building of District Assemblies in 2 of the most marginalised districts in Northern Ghana results in increased capacity for the District Assemblies to attain further funding from central level.

Results achieved in 2012: High level of achievement, as the programme has had impressive achievements, but there is also room for learning and expanding.

- The long-term investment in advocacy for the education rights of out-of-school and out-of-reach children supported by IBIS in the Complementary Basic Education (CBE) Alliance has contributed to the wing school model and the Complementary Education Project (CEP) model now being an inherent part of the Complementary Basic Education Policy to be approved in March 2013. Using the evidence from CEP and the Wing School model, this has included active participation of the CBE Alliance in Education Sector Working Group Meetings, National Education Sector Annual review, meetings with the Parliamentary Select Committee on Education and a DFID stakeholders meeting to undertake a final review of the draft CBE policy before its approval.
- The Global Partnership of Education (GPE) has included the wing school model as one of the approaches that Ghana Education Services at district level ought to adopt and implement. As a consequence 20 districts out of a total of 47 deprived districts have been consciously targeted and sensitised to adopt the Wing School Model or CEP by the CBE Alliance, with support of IBIS. DFID and GPE have started financing and supporting government in rolling out the CBE policy. The objective is to get 120,000 out-of-school children into public school within the next three years.
Deviations from plans and relevant learning
It has been a difficult and much longer process than anticipated to get the two District Assemblies in the Wing School Project to start supporting the distance pre-service training of the community teacher. This is needed for the District Assemblies to take ownership of these teachers, also with the aim of linking these teachers to the districts for 2-4 years after graduation. The project did not succeed in that in 2012.

The Formative Monitoring Mission recommended in 2011 that the model of The Girls Junior High School should be well documented, including costing, so that it could be used for district, regional and national advocacy. The documentation process has started but due to the delay it might become a challenge for the programme, to use the model for evidence-based advocacy before ending its lifespan, IBIS in Ghana developed their own ‘Girls in education’ strategy in 2009. It is remarkable how the programme is working with many different strategies to enhance girls’ access and completion to basic education and this is seen as an impact of investing in a process of developing a context specific and country owned strategy.

IBIS has carried out national advocacy through supporting the establishment of a Complementary Basic Education Alliance of technically strong organisations with extensive experience in working with out-of-school, out-of-reach children and youth. Opposed to just ‘handing over’ the issue to the national education for all advocacy coalition, this has proved much more efficient and has contributed to important results.

Assumptions and risks
The decentralisation process in Ghana is confronted with heavy obstacles developing into true risks. The very limited possibilities for District Assemblies to budget, plan and implement their policy decisions is demonstrated by the ‘Capacity Assessment of Gushegu and Karaga District Assemblies’, made by Kommunernes Landsforening, 2012. In the ACE Project the two District Assemblies are confronting heavy delays in receiving the District Development Facility (DDF), which on 1st of May 2013 was not yet received for autumn 2012. It will then be difficult to budget, plan and implement at district level. In order to mitigate this risk IBIS will continue to develop the capacity of the District Assemblies to advocate at national level for delivery on time and will work to get regional/national advocacy networks and the larger education donors such ad GPE and DFID to take up the matter as part of their work.

Important aspects from reviews and evaluations
The University of Cape Cod assessment of the learning outcomes of Wing School children (ACE project) demonstrated the strength of using mother tongue and participatory methodologies in the teaching of marginalised, rural children.

The ACE Formative Monitoring Mission recommended strengthening the focus on gradual phasing out and on preparing for full handing over of the 56 Wing Schools to the District Assemblies and Ghana Education Services in Gushegu and Karaga, and on further documenting the experiences with the wing school model.

| Liberia |
| :--- | :--- | :--- |
| **Thematic Programme** | Education for Change |
| **Programme Period** | July 2011-Sept 2016 |
| **Donors** | DANIDA, Kreditanstalt für Wiederaufbau (KfW), SIDA |
| **2012 Total Exp.** | 15,687,857 DKK |
| **2012 Frame Exp.** | 8,887,150 DKK |
| **Programme Objective** | CBO’s, the emerging CSO’s at local, county and national level in Liberia, each assuming their specific role, ensuring that all poor and vulnerable children, youth and adults assert their right to relevant, empowering and gender-sensitive quality education. |
| **Projects linked to the programme** | Reintegration and Recovery Programme III, RRP (KfW), Support to Ivorian Refugees and Host Communities, SIRHC (KfW), Child and Youth Initiative, CYI (SIDA) |
| **Background information** | 2012 has been the major part of the inception phase for the first programme of its kind in Liberia. A Formative Monitoring Mission (FMM) took place in the autumn 2012, and new full programme document has been developed. |
Specific objective 1: Access to formal and non-formal quality education and vocational skills training for children, youth and adults are increased in programme area counties in the South-East of Liberia, through piloting innovative models used for advocacy, with special focus on young women/girls.

Annual objectives for 2012

- 2% increment in number of young women and girls in Youth Education Project (YEP) and partner activities
- 30% of the youths enrolled in the Youth Education Project (YEP) / Education for Youth Empowerment (EYE) centres graduate, of whom 40% are young women
- 53% of YEP graduates (30% young women and girls) earn an income 1 year after graduation

Results achieved in 2012: High level of achievement, as the programme has achieved the expected results of each of the annual objectives.

- An increased number of young people, especially young women and girls access and complete education:
  - 2.9% increment of young women and girls in IBIS supported activities.
  - IBIS has secured access to education for 10% (1118 – of these 39% girls) of the out-of-school children in Maryland and Grand Cru (11.000 according to Ministry of Education statistics).
  - 82% of the youth from the YEP/EYE centres graduated of whom 54% are young women.
- Youth education and practical skills centres (YEP/EYE centres) are fully functional. From internal assessments and discussions with graduates and communities it is clear that the youth have gained confidence, self-esteem, pro-social and other life-skills in addition to the vocational and marketing skills that will support them in earning an income
- Empowerment of youth to generate income and/or to further their education has been increased in the program area. 48% of the 2011 YEP graduates earned an income 1 year after graduation (of which 50% were young women).

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

Annual objectives for 2012:

- 50% of upgraded teachers in the Accelerated Learning Programme (ALP) have increased teaching capacity and apply participatory, child-centred and gender sensitive teaching methodologies in the classrooms;
- Pass rate for learners in RRP III schools in grade 3 and 6 is 75%;
- 28% of the teachers (at least 20% female) without a high school certificate, which were upgraded by IBIS, have passed the entrance test to the Rural Teacher Training Institute.

Results achieved in 2012: High level of achievement, as the programme is close to achieving all the results expected in relation to the annual objectives.

- In all 42% of the ALP teachers observed\(^\text{16}\) were displaying increased subject content knowledge and application of participatory teaching methods.
- Improved learning outcomes - pass rate for learners in RRP III – supported schools were 77% for grade 3 and 73% for grade 6.
- 57% of the teachers passed the high school certificate entrance test (13% of these women) and are admitted into the Rural Teacher Training Institute.
- The programme has piloted three special preparatory sessions for women teachers in all five counties, where IBIS works.

\(^{16}\)Mid-year statistic achieved by using a teacher observation tool with clear indicators
Where samples are used in monitoring IBIS in Liberia needs to improve the reporting in the future so that it will inform the numbers observed and the criteria used for the sampling, as the result otherwise could be questioned. This is already done for measuring the learning outcomes and the Liberia report is clear about which geographical and social criteria has been used, which tool (quarterly update on pass books = record of the pupils individual test results) and it is stated that this is seen as a proxy for the students passing tests. The annual indicator used for 2012 reporting is not capturing the drop-out rate and the programme report already states that program emphasis in the future will be to monitor retention.

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

Annual objective for 2012: All PTAs (parents and teachers associations) in programme communities have prepared activity plans, 80% have implemented 80% of the listed activities for development of the schools.

Results achieved in 2012: Medium level of achievement, as the programme has achieved part of the annual objective, but not the second part of it. 86% of the PTAs have developed activity plans, but only 48% were carrying out these plans and only to a certain degree (50% of the activities in the plans). However, the annual objective is considered ambitious. Achieving functional PTAs takes many years, since they consist of mostly uneducated people, who are not used to be organised nor aware of their rights, responsibilities and roles. So in 2012 having developed activity plans and started implementing them is seen as a great achievement, but one that calls for continuously capacity building and support to make the PTAs self-reliant and well-functioning.

Deviations from plans and relevant learning
As the programme is in its inception phase it will still take some time not only to be able develop innovative models, but also to have these models so well documented, that they can be used for evidence based advocacy. The reasons for the high result achievement are several, but the fact that the programme has started implementing important changes, based on lessons learned from earlier project interventions is considered important. These lessons include e.g. that semi-skilled instructors will lead to students with low learning outcomes, training is only half the job and that follow-up is considered the most important change factor. IBIS has during 2012 employed better qualified instructors and established a continuous and structured follow-up mechanism, which is carried out when the youth graduate and is done by a civil society partner. This is particularly important aspect of IBIS support to sustain local experiences as the country transits from post-conflict to development. A critical issue to meet the specific objective 3 in the long run will be to set annual objectives that refer to civil society strengthening, as well as strengthened governance and accountability, also at national level. It could be argued, that the programme has not advanced with these aspects due to the context of Liberia as a fragile state with a developing government and an emerging civil society. The targets can be small in the beginning, but they should be there to demonstrate that the programme is working in a structured manner with these issues.

Assumptions and risks
A risk identified by IBIS is that many teachers in the programme area are volunteer teachers, so they have other jobs to sustain their livelihoods and are often absent from school for prolonged periods of time. This has been mitigated through securing teacher upgrading when possible, and in the EYE centres for youth where IBIS manages the project and hires staff, only fulltime qualified teachers are hired for the literacy and life skills components.

Important aspects from reviews and evaluations
The Formative Monitoring Mission in October 2012 focussed on the link between the inception phase and the new full programme (approved in May 2013). So reporting on how much the programme has used the Formative Monitoring Mission’s recommendations will form part of 2013 reporting.
Mozambique

<table>
<thead>
<tr>
<th><strong>Thematic Programme</strong></th>
<th>Participative Quality Education for Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Period</strong></td>
<td>Nov. 2011-Sep. 2016</td>
</tr>
<tr>
<td><strong>Donors</strong></td>
<td>DANIDA, Hempel, Bechgaards Fund</td>
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<td><strong>2012 Total Exp.</strong></td>
<td>9,287,911 DKK</td>
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<td><strong>2012 Frame Exp.</strong></td>
<td>9,287,911 DKK</td>
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<tr>
<td><strong>Programme Objective</strong></td>
<td>By the end of 2016, children and young people of both sexes enjoy their educational rights, fulfil their duties and participate actively in the development of their communities, and civil society actors are drivers for change in the education.</td>
</tr>
<tr>
<td><strong>Projects linked to the Programme</strong></td>
<td>Happy Child Centre – Maputo (2012-2014)</td>
</tr>
<tr>
<td><strong>Background Information</strong></td>
<td>In Nov. 2011, IBIS Mozambique started the implementation of the new Education Thematic Programme in four districts of the province of Zambezia and in Maputo (national level &amp; the district of Matola). The programme appears to a degree in continuity of the earlier programme. A Formative Monitoring Mission (FMM) was carried out in September 2012. The programme indicators have been slightly reformulated as a result of the FMM. During the first year partnership agreements were established and existing agreements revisited with 6 partners (1 new) and cancelled with 2 partners.</td>
</tr>
</tbody>
</table>

**Specific objective 1:** By the end of 2016, the schools supported by EPAC provide relevant and quality education to pupils, and are used as a model for replication and advocacy.

**Annual objective for 2012:** 15% of teachers in the 20 central ZIP\(^{17}\) schools supported by EPAC use participatory and appropriate methods (group work, class discussions, use of visual aids, integrate local curriculum).

**Results achieved in 2012:** Low level of achievement in relation to the set annual objectives.
- IBIS signed partnership agreements with two teacher training colleges out of the three planned. 20 teacher trainers (9 female) received capacity building supported by IBIS. The colleges have started the implementation of activities and have trained 60 teachers (29 female) from 5 central cluster schools in two districts in participatory methodologies and use of local teaching/learning materials.

**Specific objective 2:** By the end of 2016, the schools supported by the programme are managed by an inclusive school management and a democratically elected School Board (SB), whose members demonstrate good internal governance and influence local governance.

**Annual objectives for 2012:**
- Civil society partners sustain and implement the school board capacity development approach implemented by IBIS in the previous TP.
- Two out of five District Forums of School Boards participate in budget tracking of the education sector through their respective Consultative Council.

**Results achieved in 2012:** Medium level of achievement, since the results are assessed as satisfactory.
- 2012 was a year of revitalization of School Boards (SBs) through partners. The SB capacity development approach developed by IBIS as part of the earlier programme was sustained by two IBIS civil society partners (ACEAM, LDC) in three out of five programme districts (Alto Molócue, Ilé, Quelimane);
- 45% of all School Boards at twenty programme schools were revitalized and members received a basic capacity development programme. Additionally, 75 members of School Boards in five programme schools were trained in management & monitoring of ADE\(^{18}\) - funds to schools;

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\(^{17}\) Zonas de Influência Pedagógica (school clusters)  
\(^{18}\) Government funds allocated to primary schools, whose management is of responsibility of each SB members and the respective school managers
1 of out 5 planned School Boards district forums (ACEAM) was during 2012 active and participated in budget tracking of the education sector through their respective Consultative Council.

**Specific objective 3:** By the end of 2016, IBIS partners and relevant civil society organizations are influencing national educational policies.

**Annual objective for 2012:** 50% of IBIS civil society partners participate in monitoring of education services at district, provincial and/or national level.

**Results achieved in 2012:** Medium level of achievement, since the results are assessed as satisfactory.

- 33% of the planned partners, the national Education for All Movement (MEPT) and the district forum of school boards (ACEAM) have participated in monitoring of education services at district/national levels.
- 43% of partners (including teacher training college at Alto Molócue) participated in strategic meetings with government officials at different levels and MEPT/IBIS participated in two technical education groups, and this contributed towards inclusion of pre-primary education in the national curriculum, higher prioritizing of literacy in the government plans and budgets, and elaboration of relevant national indicators for development of quality education. MEPT also mobilized and coordinated the contribution of civil society in drafting Mozambique’s new strategic plan for education (2012-2016).
- A civil society platform (linked to MEPT) at district level (Alto Molócue) was supported by IBIS. This platform has monitored the funds allocated to the District Education Office (SDEJET) and presented a petition to the Governor of Zambezia Province, deploring the abuse of power by the local Administrator, in mismanagement of the Education District Funds.
- During the Global Education Week campaign, local civil society in Zambezia province with support from IBIS was involved in influencing the provincial authorities to be more open to Civil Society monitoring of government funds allocated to districts activities related to Literacy and Adult Education (AEA). As a result, the Provincial Directorate of Education (DPE) has accepted the proposal to create a thematic group to monitor the Literacy funds. This group will start its monitoring activities in 2013.

**Deviations from plans and relevant learning**
The medium achievement of results is due to delay in the implementation of the programme plan. The contextual and internal programmatic issues such as logistical preparations and recruitment of new staff; withdrawal from the district of Milange and establishment in new geographic areas such as Maganja da Costa, Quelimane and Matola; as well as revisiting and establishment of partnerships and the further development of the programme approach have affected the achievement of results intended for 2012. The annual objective 1 was designed to measure the outcome of professional development processes in improved teachers’ practices. However the delay in assuring partners implementation (teacher training colleges) has made it impossible to report at this level, and the results mentioned are at activity level.
The programme baseline study was initiated, but not completed due to problems with the consultant supporting the process. This delay affected the finalisation of the programme monitoring system as planned, which will be concluded in March 2013. It was not possible for the programme to facilitate the creation of the planned new School Boards District Forums, in addition to the one already existing in Alto Molócue, capable of intervening in budget tracking within the education sector at district level as stated in the annual plan. These activities will continue to be part of the intervention in 2013/2014. The programmatic learning suggests that IBIS partners need more time to enhance the development and organizing of school boards starting from the school and cluster level, so that they naturally grow to the point of forming district forums.

**Assumptions and risks**
Only one partner was screened to category 2 - “partners who are able to work with less supervision, as they have an organizational, administrative and programmatic structure with a capacity to work without close monitoring of IBIS staff”. The other 5 need a close and direct support from IBIS staff. One of the risks identified by the programme is that “results generated by civil society partnerships are not as expected due to lacking organizational capacity and/or commitment”. It is important for IBIS to continue to carefully analyse
how to keep on mitigating this risk and what strategies to adapt in order to achieve the set specific objectives through the established partnerships.

**Important aspects from reviews and evaluations**

Recommendations from the Formative Monitoring Mission carried out in 2012 include that:

1) The programme should secure a greater integration of education authorities - in particular the DPEC (province level) and SDEJT (district level) in planning, implementation and monitoring of the programme. The participation of these at all stages is expected to allow the validation and appropriation of the approaches (which will have implications for replication of the models), prevention of conflicts and strengthening of the capacities of these actors, particularly those related to monitoring and pedagogical support.

2) The programme needs to continue clarifying the understanding of the advocacy concept among all stakeholders of the programme and give priority to the development of an advocacy plan with clear objectives, and strategies at different levels. The Formative Monitoring Mission also recommended that the IBIS Mozambique team continues to reflect on their role in advocacy. A follow up plan for all recommendations from the monitoring mission has been elaborated and the implementation of this is discussed regularly.

### Sierra Leone

<table>
<thead>
<tr>
<th>Thematic Programme</th>
<th>Education for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Period</td>
<td>Oct 2009-Dec 2014</td>
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<tr>
<td>Donors</td>
<td>SIDA, UNICEF, Embassy of Japan</td>
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<td>2012 Total Exp.</td>
<td>9,523,930 DKK</td>
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<td>2012 Frame Exp.</td>
<td>7,148,813 DKK</td>
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<tr>
<td>Programme Objective</td>
<td>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.</td>
</tr>
<tr>
<td>Projects linked to the Programme</td>
<td>Child and Youth Initiative (SIDA); Education Quality (UNICEF); Out of School Children (UNICEF); School Construction (Embassy of Japan)</td>
</tr>
<tr>
<td>Background information</td>
<td>As some of the annual objectives of the TP were considered difficult to measure compared with the TP specific objectives indicators, and as the TP has analysed its results towards each and every TP indicator, it has been decided to use the relevant indicators for reporting in a few places (see *).</td>
</tr>
</tbody>
</table>

### Specific objectives 1 and 2:

- 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,
- Quality of education based on learner-centred and contextually relevant educational approaches is improved in the district and in specific teacher training programmes.

### Annual objectives for 2012:

- 80% of pupils in programme schools pass the NPSE\(^{19}\) exam, of which 40% are girls*
- A skills training program appropriate to the local context is implemented with 400 students completing of which 50% are girls/young women*  
- District level bye-laws are passed on education, gender and child protection issues
- Monitoring of quality education takes place in 10% of district schools

\(^{19}\) NPSE - National Primary School Examination
**Results achieved in 2012:** High level of achievement, as the results are impressive considering all the set annual objectives.

- Out of initial 1,200 CREPS\(^2\) out-of-school students, 1,072 (89%) were prepared for the examination of which 671 passed (63% pass rate), of which 281 (42%) are girls. At the Kono district level, in IBIS supported formal schools, 5285 students, of which 2,589 are girls (49%) were prepared for the NPSE. 3,621 passed (a 69% pass rate for the district), of these 1,751 girls (48%).

- 53 students (of which 38 are young women = 72%) graduated in 2012 in weaving, sewing, motorcycle repair and carpentry from the three IBIS supported Technical Vocational Skills Development (TVSD) centres. These graduates are now organised in small groups undertaking their own business building with support from start-up-kits provided by IBIS. In 2012, 58 new students (of which 34 are young women = 57%) have enrolled in the 3 centres. Since the beginning of the programme a total of 387 students have completed/are in the process of completing the TVSD initiative, of which 44% are young women (170).

- Two chiefdom level bye-laws in education and two bye-laws on child protection have been formulated, developed and are being implemented in two chiefdoms in Kono and in two chiefdoms in Koinadugu respectively. This is seen as a result of the IBIS’ advocacy intervention targeting chiefdom authorities, including the Chiefdom Education Committee (CECs) and linking these authorities with Senior Educators, Mothers Clubs and the communities themselves.

- Mothers Clubs as local civil society bodies are expanding their areas of intervention as they have conducted monitoring (using a local developed form) of School Related Gender Based Violence in their respective communities. This activity, together with the training of all teachers in their Code of Conduct have contributed to that very few cases of violence against girls in the programme area have been reported in 2012, unlike former years where cases of sexual harassment in schools were widespread.

- 7% of all the schools in Kono district have been monitored by Ministry School Supervisors and Senior Educators in cooperation in 2012, while the same is only 4% in Koinadugu district (IBIS has recently entered Koinadugu district). The 7% is seen as not fulfilling the indicator set (10%), but it also advises to critically assess what the senior educators are able to monitor, if their monitoring is to support the continuous professional development of the teachers.

The results towards annual objective 1 are considered very high and promising, considering it is a programme indicator and the program has two more years to achieve this. Even more encouraging is progress in relation to access and completion of girls and young women. This result towards annual objective 2 is considered as a very good result, but the true success of the intervention is to be seen when the impact of the TVSD initiative on the livelihoods, self-esteem, transference of the knowledge and skills gained of the young people involved will be measured within the next years. The percentage of young women involved seems to increase which is very commendable bearing in mind all the cultural and traditional barriers to the education of girls and young women.

**Specific objective 3:** Accountability and governance in the education system at local, district and national level has been improved and interface between communities, civil societies and authorities has been strengthened at all levels.

**Annual objectives for 2012:**

- Civil society and education actors work with chiefdom authorities to allocate Diamond Area Community Development Fund for education in diamond mining communities*
- Government education authorities work in a cooperative and constructive way following stipulations of the decentralisation process*
- Civil society is lobbying for key issues to be integrated into general education processes, and monitoring implementation of the Education Sector Plan and other educational policy instruments at all levels*

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\(^2\) CREPS – Complementary Rapid Education for Primary Schools
**Results achieved in 2012:** Medium level of achievement, as the results achieved are satisfactory by acknowledging that Sierra Leone is moving from a state of fragility towards development.

- 17 teachers were provided with scholarships for the Distance Education Programme through funds from the Diamond Area Community Development Fund in one of the chiefdoms.
- IBIS has influence cooperation between the District Education Office and the councils by supporting frequent meetings, through implementation of monthly Education Sectorial Meetings and through Education Forums. All partners and stakeholders of IBIS have been trained in raising decentralisation issues as advocacy issues e.g. the decentralisation of Junior Sec. and Secondary School funds.
- IBIS, together with other INGOs, supported The Education for All Coalition, the Conference of Principals of Secondary Schools, the Sierra Leone Teachers Union and the Head Teachers Councils to participate actively in the review of the Education Strategic Plan. Some of the issues which they succeeded raising was the large disparity in funds allocated for tertiary education compared to the other sub-sectors in education and the irregularities in subsidies going to schools.
- IBIS has supported Education for All Coalition in the work of ensuring that all political parties, pre-elections pledged to provide improved governance, planning and management for quality education.
- Based on IBIS and partners’ tracking of girls subsidies for education in 2010 and 2011, governance of school fees have been brought before the anti-corruption commission. This has led several donors to agree that civil society should monitor the resources to schools. This led also the World Bank and the Ministry of Education to invite the Education for All Coalition to participate as a third party in the validation of the implementation of the Global Partnership for Education funds in late 2012.

**Deviations from plans and relevant learning**
No deviations are registered but the November 2012 election process slowed down the implementation of the programme, as relevant stakeholders as teachers, community partners and education authorities got involved for months before the elections in related activities. A relevant observation concerning learning is that the strategy of supporting the establishment of Mothers Clubs seems to bring about great results. The clubs are playing a significant role in enrolment and retention of all children in the marginalised communities, especially concerning the girl child. It will be interesting in the future to see whether this example of the emerging civil society organising around the community school and education could also evolve into monitoring bodies of the quality of education, resources to education, making advocacy at local level for the education rights of their children, especially the girl child and youth.

**Assumptions and risks**
The growing partnership with UNICEF is seen as important as it opens up a lot of doors for IBIS to participate in key policy issues e.g. being part of a task force in the development of the social sector pillar of the on-going Poverty Reduction Strategy Paper review of Sierra Leone. Also IBIS has become member of the Education Development Program group, a technical coordination group to facilitate Sierra Leone’s participation in Global Partnership of Education. The mandate of the group has been extended to monitor the Education Sector Plan implementation. The role of IBIS is not solely to be active in this group, but more than anything to advocate that e.g. the Education for All Coalition and other relevant national civil society actors should also be members of this group.

**Important aspects from reviews and evaluations**
The recommendations from the Formative Monitoring Mission in 2010 have been followed up and most recommendations are now fulfilled: Increase in female teachers, a training needs assessment was undertaken in 2011 to support the youth TVSD initiative, youth groups are being supported, but have not yet reached the level of being able to do more structured advocacy, a strategy for professional development has been developed using retired teachers to monitor and support the quality of education, the programme has started working with men in gender activities, a monitoring tool to monitor quality education developed and implemented.
South Sudan

| Single projects | 1. Children in Street Situation  
2. Improvement of Yei Girls Boarding Secondary School |
|-----------------|---------------------------------------------------------------------------------------------------------|
| Project Period  | 1. 2012 – 2014  
2. 2012 - 2013 |
| Donors          | DANIDA  
UNHCR |
| 2012 Total Exp. | 3.727.453 DKK |
| 2012 Frame Exp. | 1.187.566 DKK |

Country Strategy Objective

Ensure that girls, street children and other vulnerable groups have access to quality education, including that of out-of-school or those above school age. Through basic civic education ensure that the capacity of all stakeholders form parents through communities to authorities at all levels is developed contributing to improved governance.

Background information

In 2012, IBIS activities in South Sudan initiated a transition from humanitarian aid and single projects to a long-term education programme, which will be developed in 2013 and start in 2014. The new Country Strategy was developed and approved during the first half of the year. The present report covers single project financed by DANIDA Frame (partly or totally) and does not include an assessment of the level of achievement since annual objectives for single projects are not developed.

1. Children in Street Situation project (CSS)

Specific objective for 2012 (for the inception phase): Recruitment and training of personal, baseline survey and mapping, to form networks and partnerships.

Results achieved in 2012: The CSS project, during its inception phase, contributed to engaging civil society organisations and government officials from the Ministry of Gender and Social Development by sponsoring civil society representatives and government officials to obtain a Certificate of Social Work and Community Development – 12 social workers have been trained and started attending 400 street children in Juba identified during the baseline survey. Additionally, IBIS participated as an active member of the Street Children Working Group, Child Protection Working Group and Child Protection Sub-cluster to coordinate advocacy and development interventions with other organisations working on similar programming.

2. Improvement of Yei Girls Boarding Secondary School

Specific objective for 2012: Improvement of the school environment to a level that is learner friendly and conducive to academic pursuits.

Results achieved in 2012: IBIS successfully completed the planned construction activities and supply of equipment and furniture, which contributed to the improvement of education access, quality and retention at the school: Construction of dormitory block, a matrons’ office, and seven teacher’s houses, which has increased the teachers’ productivity in the school as they do not have to travel long distances from home to school. Furthermore, IBIS furnished and equipped a computer laboratory and provided basic computer skills trainings to teachers and students, repaired and equipped the science laboratory and installed a power system to extend night time reading for students to support improved academic performance.

Deviation from plans and relevant learning

IBIS learned in 2012, that South Sudan’s transition to a peaceful state ready for long-term development assistance will not be an easy or swift process. It is clear, that humanitarian programming for education in emergencies and fragility will have to continue into the near future, and as such, be part of IBIS’ short and medium-term plans for development in the country.
Bolivia

<table>
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<th>Thematic Programme</th>
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Programme Objective

Through quality education relevant to their cultural reality, the indigenous people will exercise citizenship and participate with a leading role and sustainable proposals in intercultural public administration.

Projects linked to the programme

The Cooking School (Claus Meyer)

Background information

The education programme was initiated in June 2012. In a partner forum in August 2012 the programme strategies and activities were identified. Many activities were sustained from the previous regional programme, a fact that contributes to the achievement of some significant results in 2012. Because of the limited period of operation no annual objectives were elaborated for 2012, and reporting is therefore done directly under each specific objective. A baseline study was carried out with participation of all 8 partners and will serve as a good base for monitoring results in the years to come. The expenditures include partner activities in the transition period between the previous and the new programme.

Specific objective 1: Quality education proposals developed by indigenous peoples are adopted as part of the education policies of the Ministry of Education.

Results achieved in 2012: Medium level of achievement, as the results achieved are satisfactory taking into consideration the short implementation time.

- Seven regionalised curriculums for primary education, elaborated by partners with IBIS support under the former regional programme, have in 2012 been approved. When implemented, the regional curriculums will ensure that children and youth in primary and secondary schools receive a context based intercultural bilingual education in accordance with the new Bolivian education law and are therefore an important contribution to the roll out of the law.
- Teachers from both urban and rural areas participated in teacher training programs of partners supported by IBIS: TEKO Guarani (186 teachers), Fundación Machaqa Amawta (65 teachers) and Acción Andina de Educación - AAE (535 teachers). The training programs have been approved by the Ministry of Education and also authorised by the indigenous people organisations.
- Through the cooperation with TEKO Guarani (rural) and AAE (urban) IBIS has managed to support the establishment and development of parents’ councils at 30% of the programme schools in both rural and urban areas. These councils are an important part of the development of quality education and have given parents, who for generations have not had any influence on their children’s education, a voice. Securing participation of local government authorities has been an important part of this work.

Specific objective 2: Indigenous migrant youth and women in urban contexts have access to technical and vocational training, and to political, social, and cultural interaction which provide them with social and technical skills and increase their possibilities to exercise citizenship and decision-making.

Results achieved in 2012: Low level of achievement, as most youth and women education projects have just started, which is a result of prioritization of activities related to specific objective 1.

- Through the project The Cooking School, which IBIS has developed in cooperation with Claus Meyer, 30 migrant women and youth have been enrolled in an apprenticeship to learn how to cook. The late start up of the restaurant, where the youth have their apprenticeship, means that it is too early to see the outcomes of this project.
Deviations from plans and relevant learning

Due to the delay in the approval of the full programme document, the partners were not able to start their activities before the second semester and this has led to limited results achievement in 2012. Furthermore, one of the planned activities for 2012 was to support the indigenous youth organisations in the preparation of technical and political proposals for the fulfilment of their rights within an intercultural framework. This work was not started but will form part of the programme activities in 2013.

Assumptions and risks

An essential part of the programme is to contribute to the implementation of the new education law. The indigenous people organisations (IPOs) have been very active in the preparation of it in cooperation with the Ministry of Education and have developed ownership of it. IBIS’ cooperation with the IPOs is seen as essential for almost all programme aspects because at local level they are the most important authorities. The programme strategy assumes that the IPOs have massive interest in the development of quality education and therefore will be motivated and engaged in the work. If the local IPO do not sufficiently prioritize the work it will lead to lack of parent’s participation and make it difficult for IBIS to get local agreements with teachers and school directors. In order to mitigate this risk the programme has opted for a strategy that ensures the involvement and cooperation of local indigenous leaders in all programme planning and monitoring activities e.g. partner forums.

Guatemala

<table>
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<tr>
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<th>Education for Interculturality and Equality</th>
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<table>
<thead>
<tr>
<th>Programme Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous peoples, the education community and civil society organisations participate in an active and articulated manner to ensure the inclusion and political participation of children, youth and women and their right to an interculturally relevant formal and non formal education of quality.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Background Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 has been the first year for the programme as a national education programme. The partners were pre-selected at a partner meeting in January 2012 and final agreements had been made with 16 partners at the end of June. Programme activities started in August 2013 and objectives were elaborated for the reporting period. Due to the limited programme period (5 months) is has been difficult to achieve concrete results, but the planned processes have been started. As the programme has just started, no review or evaluation has been carried out.</td>
</tr>
</tbody>
</table>

Specific objective 1: Indigenous people, the education community and civil society organisations elaborate, validate and/or develop proposals for the exercise of the right to an intercultural relevant education of high quality.

Annual objectives for 2012:
- Two partners develop actions to increase children’s access and retention in Intercultural Bilingual Education (IBE)
- Two partners develop actions (production of materials, discussion sessions and communications events) that provide tools for developing a gender sensitive education

Results achieved in 2012: Medium level of achievement, as the results achieved are satisfactory taking into consideration the short implementation time.
- Two partners, PRODESSA and CEIPAs have started developing activities for poor and vulnerable indigenous children, with no or very low access to bilingual intercultural quality education. PRODESSA has also developed strategies for implementation of IBE in 240 primary schools.
- Elaboration of bilingual intercultural teaching material in five Mayan languages has started, including textbooks and teacher manuals for 1st to 6th grade with a gender sensitive and peace building approach.
In the municipal of Quetzaltenango the civil society education center (CEIPA) has developed non formal education programmes (accelerated learning) for children who have dropped out because they have to work or for other reasons do not attend school regularly. 210 boys and girls have been enrolled in the programmes in 2012.

Cooperation with the local department of National Institute for Secondary Education in Totonicapán was established by the partner ACONANI for integration of marginalized indigenous youth. This is a practically important result as it is the first of its kind in a context where such cooperation is difficult to establish and will contribute to the sustainability of the programme results.

All partners have prioritized the participation of girls and women and IBIS supported a specific event around gender stereotypes and mainstreaming with participation of 9 partners.

**Specific objective 2:** Indigenous peoples and their organisations, as well as other civil society organisations, strengthen their capacities to interact with the state and power sectors in violence prevention and in the promotion of a culture of peace.

**Annual objectives for 2012:**
- Two partners develop actions to sensitize about citizenship, children’s rights, violence prevention and the promotion of a culture of peace with actors of the education community in their work areas.
- Women and youth education initiatives identified and conditions created for their launch.
- Participants in education processes design an activity plan that include goals and articulated work mechanisms for violence prevention and the promotion of the culture of peace.

**Results achieved in 2012:** Medium level of achievement, as the results achieved are satisfactory taking into consideration the short implementation time.
- 44 out of 50 teachers from five municipalities have participated in training in historic memory, pacific coexistence and interculturality.
- Radio spots in two Mayan languages were transmitted in two national radios and didactic material and public activities were developed in order to inform people about violence against women and children.
- Plans of action for violence prevention have been designed in cooperation with local authorities and will be implemented in 2013. At national level 111 children and youth communicators have been capacitated in prevention of violence and participate as promoters in a national campaign against violence.
- The cooperation with the partners Niños y Jovenes con Futuro and Pop Noj has led to significant results. 441 youth (60% women) have completed courses within Technical Vocational Skills Development (jewelry, nursing, handicraft and gastronomy) and 409 children and youth have completed a course within community leadership. The last activity started in the former regional education programme.
- 20 scholarships have been given to female survivors of violence in order for them to reconstruct their life through both formal and non formal education.

**Deviations from plans and relevant learning**
A baseline study should have been elaborated in the end of 2012, but IBIS has decided to postpone it to the beginning of 2013. The programme design includes developing actions to exert influence in favor of the right to education within the Global Campaign to Education (in relation to the IBIS Global Strategic Line of Action 2), but as the partners are not familiar with this campaign there has been a delay in starting these activities. In El Quiché area the population is 100% indigenous and less than 60% of the children are enrolled in schools. IBIS has realized that it needs to put more emphasis on how to increase access to education in this area, this is especially important among girls since only 50% of the girls are enrolled.

**Assumptions and risks**
In Guatemala violence against women has increased considerably in the last years and ranks third in Latin America in deaths of women. Taking point of departure in the present situation, IBIS has decided to put a strong focus on the reduction of all kind of violence against women, specifically indigenous women. IBIS has prioritized partners who have a gender sensitive approach and it is assumed that the partners are interested in further capacity building within this area. In some indigenous communities violence against women is considered natural and is culturally accepted. Therefore, the life conditions of many Mayan girls
and women are unequal to the rest of the society and they are discriminated in the development of their personality and their fundamental freedoms are not respected. There is therefore a risk that the communities will resist change as promoted by the work of IBIS’ partners. In order to mitigate this risk IBIS and partners will state that violence is not acceptable and show that it is not a natural part of the Mayan culture. This aspect will be reflected and integrated in all the education material and in all the training programmes, both for teachers and facilitators who work with children, youth and adults.

Nicaragua

<table>
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<tr>
<th>Thematic Programme</th>
<th>Intercultural Education for Change</th>
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</table>

Programme Objective

Civil society organizations, indigenous and afro-descendent peoples participative actively in the exercise of the rights to a quality intercultural education for all, with priority on youth and women living in rural zones, indigenous and afro-descendent peoples and sectors living in conditions of poverty.

Background Information

2012 was the first year of new national education programme in Nicaragua; it replaces the former regional education programme. The programme was approved in March and launched in April 2012. The potential partners participated in a pre-partner meeting in January 2012, where the programme objectives were presented and discussed for further development. In order to strengthen monitoring and the results management all partners participated in a baseline study during 2012. As the programme started in 2012 reviews and evaluations have not been carried out.

Specific objective 1: The education community (students, parents, and teachers), CSOs and authorities among indigenous and Afro-descendant peoples have prepared and developed consensus-based educational proposals and exercise an influence upon educational institutions and entities, keyed to achieving improvements in the quality of intercultural education with gender equity.

Annual objectives for 2012:

- The process of building and reaching consensus on at least four education proposals has begun among the educational community, civil society organizations and indigenous authorities.
- A training programme of at least 50 teachers on the Pacific and Caribbean coasts of Nicaragua has been designed and implementation of it has begun.

Results achieved in 2012: High level of achievement, since the results achieved are impressive taking into consideration the short implementation time.

- Processes around more than the four planned educational proposals has begun in 2012, e.g.:
  - IBIS has succeeded in strengthening the cooperation with Regional Education Secretariat (SEAR) and it has led to implementation of a regionalized education proposal based on an agreement with the autonomous region RAAS.
  - Bilingual teaching material has in 2012 been approved by SEAR and is about to be implemented in the local schools. This is an important contribution to relevant intercultural quality education and the experiences with the material will be used for replication in other regions as well.
  - At the Atlantic Coast, four experimental Communal Education Councils have been established and strengthened by partners with support from IBIS. This has led to a larger involvement of local leaders and parents in relation to the promotion of quality education.
  - The project JNPE (Nation Permanent Forum on Education) has held 10 workshops with participation of both the Ministry of Education, Ministry of Labor, the Church, the police and the private sector and has made it possible to focus on the quality of education as a right, additionally to access. A very important part of this campaign in 2012 for IBIS support has been to collect, exchange and distribute best practices both at a local, regional and national level, and to maintain a permanent coordination between the many different actors.
• IBIS and partners have started teacher training activities in all programme areas in cooperation with the local civil society partner IDEUCA:
  - 40 school directors and 40 teachers have started a training course within development and implementation of quality education.
  - 10 teachers have received trainers training in quality education and will be responsible for training of 1,200 teachers at 40 schools in 2013.
  - At the Atlantic coast 33 Creole speaking teachers and 32 Garifuna teachers have received training within quality Intercultural Bilingual Education.

Specific objective 2: Indigenous and Afro-descendant youth and women, as well as vulnerable non-indigenous groups living in rural areas and/or indigenous territories gain access to a quality technical education leading to insertion to the workforce, having learned useful and pertinent skills that contribute to the comprehensive development of their lives and their communities.

Annual objective for 2012: The implementation of a technical and vocational education programme, aimed at training 60 youths living in northern and western Nicaragua has begun.

Results achieved in 2012: High levels of achievement, as the results achieved are impressive taking into consideration the short implementation time.
  • 72 young people (27 women/45 men) are enrolled in the Technical Vocational Skills Development (TVSD) courses. In general the youth projects do not only ensure the youth get a training and entrepreneurship experience in order for them to get jobs, but also focus on how they can contribute to a sustainable development and coexistence in their communities. The youth projects have a very strong gender sensitive approach and aim at avoiding that young women and men are only introduced to traditional female and male work areas.
  • At the Atlantic coast a curriculum for a TVSD programme within climate change has been elaborated. 20 Rama youth are in enrolled in the programme that will be implemented in 2013.

Deviations from plans and relevant learning
A national conference about Challenges in the Education at the Atlantic Coast was planned to take place in October 2012, but due to partners’ lack of time it will take place in the first semester of 2013.

Assumptions and risks
All teachers in Nicaragua have national contracts with the Ministry of Education. This means that all activities concerning teacher professional development, including which teachers are selected to participate, needs to be approved at national level. This bureaucracy affects the programme and is a risk for a smooth implementation. Further development of relationship with the Ministry of Education staff and departments is required in order to facilitate this in the future. At the Atlantic coast SEAR is a very important actor for this, and there are some important experiences to build on. In earlier interventions the insufficient cooperation with the Formal Teacher Training Colleges has also made it difficult for IBIS and partners to influence the teacher training curriculums.
6. Annexes

Annex 1. Financial overview of IBIS’ spending in 2012

![Financial overview chart of IBIS' spending in 2012]

- Governance - frame
- Education - frame
- Governance - other
- Education - other
- Other projects

Ghana, Mozambique, Liberia, Sierra Leone, South Sudan, West Africa, African Policy, Bolivia, Guatemala, Nicaragua, Central America, Latin American Policy.
**Financial overview of IBIS' spending for 2012 in DKK based on IBIS' Annual Account for 2012**

<table>
<thead>
<tr>
<th>Country/region</th>
<th>Total spending</th>
<th>Frame spending</th>
<th>Other spending</th>
<th>Total per country/region</th>
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<td></td>
<td>Governance</td>
<td>Education</td>
<td>Governance</td>
<td>Education</td>
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<td><strong>TOTAL</strong></td>
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21 Funds spent under projects that do not fall under the education or governance programmes and the results of these projects are not reported under either the education or the governance programmes.

22 This spending falls under a project managed by Børnefonden in Burkina Faso, which IBIS in Ghana has supported.

23 These funds are raised and spent in Ghana as a local part of the AAP.

24 This spending falls under the separate project Access to Information in Mozambique.

25 The pilot project SLDP is accounted for under other, since it does not fall within spending under the education or governance programmes in Sierra Leone.

26 The funds in West Africa cover the WAHRD program and funding from SIDA for education in Ghana, Liberia and Sierra Leone.

27 The frame spending in Bolivia covers both the last funds under the regional South American program only covering Bolivia in 2012 and the new country spending.

28 The Global fund for HIV/AIDS and the Operations One Days Work are accounted for under other, since the funds constitute separate projects managed by IBIS in Bolivia.

29 The Global fund for HIV/AIDS, the Dutch Human Rights funds and the Transitional Justice funds are accounted for under other as they are separate projects managed by IBIS in Guatemala.

30 The Civil Society funds are accounted for under other as they fall under a separate project managed by IBIS in Nicaragua.

31 The regional projects with SusWatch, Southern Voices and the Dutch Platform are accounted for under other as they do not fall under education or governance.
## Education: Evaluations, Reviews, Formative Monitoring Missions and Baselines in 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Thematic Programme/Project</th>
<th>Evaluation/Review/ Formative Monitoring/Baseline</th>
<th>Name of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mozambique</td>
<td>Participative Quality Education for Community Development – EPAC</td>
<td>Formative Monitoring</td>
<td>Relatório da Monitoria Formativa da EPAC, November 2012</td>
</tr>
<tr>
<td>Ghana</td>
<td>Alliance for Change in Education – ACE</td>
<td>Formative Monitoring</td>
<td>Formative Monitoring Report, December 2012</td>
</tr>
<tr>
<td>Bolivia</td>
<td>Quality Intercultural Education – EIC</td>
<td>Baseline</td>
<td>Estudio de Línea Base Programa EIC, Diciembre 2012</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>Intercultural Education for Change - EIC</td>
<td>Baseline</td>
<td>Línea Base del Programa Temático Educación Intercultural para el Cambio, Noviembre 2012</td>
</tr>
</tbody>
</table>

## Governance: Evaluations, Reviews and Formative Monitoring Missions and Baselines in 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Thematic Programme/Project</th>
<th>Evaluation/Review/ Formative Monitoring</th>
<th>Name of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sierra Leone</td>
<td>Citizens’ Rights and Responsibilities in Governance - CRRG</td>
<td>Baseline review</td>
<td>CRRG Baseline review report, October 2012</td>
</tr>
</tbody>
</table>

## Organisational Evaluations and Reviews in 2012

<table>
<thead>
<tr>
<th>Scope</th>
<th>Organisational Area</th>
<th>Evaluation/Review</th>
<th>Name of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>Performance Monitoring</td>
<td>Review</td>
<td>Review and Revision of IBIS’ Organisational Performance System (OPS), Jørgen Skytte Jensen</td>
</tr>
</tbody>
</table>
Annex 3. Overview and analysis of IBIS’ cost distribution in 2012

IBIS is cost-effective in her development activities

IBIS continues to use the model of cost distribution as a simple tool to plan and analyse how funds are spent within thematic programmes and non frame projects. In 2012, the cost categories applied were adjusted in order to make it easier to monitor cost effectiveness and reflections on the relation between funds used for implementation by partners and/or IBIS (categories 1 and 2) and funds used for programme support and administration undertaken by IBIS (category 3 and 4).

Definition of OPS cost categories

<table>
<thead>
<tr>
<th>Cost category 1</th>
<th>Transfers to partners. Activity funding and core funding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost category 2</td>
<td>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.</td>
</tr>
<tr>
<td>Cost category 3</td>
<td>Programme support. Capital costs for vehicles, IT equipment, furniture etc. supporting the programme. Assistance from Country or Head Office, Monitoring and evaluation costs.</td>
</tr>
<tr>
<td>Cost category 4</td>
<td>Administration. Expenses for project or programme office, administrative personnel, bank fees etc. and local audit</td>
</tr>
</tbody>
</table>

IBIS is considering defining a target of 75% of funds going into category 1 and 2 over the time span of a thematic program and 25% into categories 3 and 4, in line with some donor trends, e.g. DFID that defines that ‘Indirect costs cannot be more than 25% of the budget total’ (DFID guidelines for Education Programme in South Sudan, May 2013).

IBIS expects that programme activities in Latin America with stronger partners than in most African countries would be closing in to this target. This can also be confirmed by the benchmarks set by Nicaragua, Guatemala and Bolivia (see overview matrix on actual cost distribution and benchmarks below) While Nicaragua and Guatemala have similar benchmarks in 2013 close to the 75/25 ratio, Bolivia has a 65/35 ratio which makes Bolivia more comparable to African benchmarks than to the Central American benchmarks, but as Bolivia is in actual fact doing much better than the benchmarks, it is probably more a question of setting benchmarks right than a matter of a real difference in Latin America.

From 2013 to 2014 there is a general trend of IBIS Africa moving slowly in the right direction with increased spending in categories 1 and 2 and at the same time, importantly enough, with a move from category 2 to 1, as the capacity of civil society organisations are increasing.

Supplementing the cost distribution model - in order to perform deeper analysis and measurements on cost-effectiveness and assess whether money was well invested and resulted in best possible outcomes at a reasonable price - IBIS considers to develop e.g. a method, which can assess actual costs of outputs and outcomes delivered relative to alternative scenarios or assess actual costs against similar outputs and outcomes delivered by other organisations.
Overview of IBIS’ cost distribution

<table>
<thead>
<tr>
<th>Programme</th>
<th>2012 Actual Expenditure</th>
<th>2012 Benchmark (from OPS 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Ghana</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education programme</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>All Education, incl. TP</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Governance programme</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>West Africa programme.</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td><strong>Sierra Leone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance programme</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>All governance, incl. TP</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Education programme</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>All education, incl. TP</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td><strong>Liberia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education programme</td>
<td>5</td>
<td>77</td>
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<tr>
<td>All education, incl. TP</td>
<td>3</td>
<td>77</td>
</tr>
<tr>
<td>Governance programme</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>All governance incl. TP</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Mozambique</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance programme</td>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td>All Governance, incl. TP</td>
<td>54</td>
<td>30</td>
</tr>
<tr>
<td>Education programme</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>All education incl. TP</td>
<td>23</td>
<td>39</td>
</tr>
<tr>
<td><strong>South Sudan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALP education (old benchmarks)</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>Yei Girls School</td>
<td>0</td>
<td>83</td>
</tr>
<tr>
<td><strong>AAP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAP</td>
<td>51</td>
<td>36</td>
</tr>
</tbody>
</table>
### Latin America: Cost distribution, actual expenditure 2012 and Benchmarks in %

<table>
<thead>
<tr>
<th>Programme</th>
<th>2012 Actual Expenditure</th>
<th>2012 Benchmark (from OPS 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Guatemala</strong></td>
<td></td>
<td></td>
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<tr>
<td>Education programme</td>
<td>73</td>
<td>6</td>
</tr>
<tr>
<td>All Education, incl. TP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance programme</td>
<td>79</td>
<td>6</td>
</tr>
<tr>
<td>All governance incl. TP</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nicaragua</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education programme</td>
<td>57</td>
<td>11</td>
</tr>
<tr>
<td>All education, incl. TP</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Governance programme</td>
<td>68</td>
<td>7</td>
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<tr>
<td>All governance incl. TP</td>
<td>63</td>
<td>2</td>
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<tr>
<td><strong>Bolivia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education programme</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td>All education, incl. TP</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Governance programme</td>
<td>54</td>
<td>19</td>
</tr>
<tr>
<td>All governance incl. TP</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Latin America / LAPI</strong></td>
<td>62</td>
<td>33</td>
</tr>
</tbody>
</table>

### Thematic programmes’ benchmarks 2013 and 2014

<table>
<thead>
<tr>
<th>Programme</th>
<th>Benchmarks 2013</th>
<th>Benchmarks 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Education programmes, only the DANIDA frame</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td>67</td>
<td>11</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Bolivia</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>Mozambique</td>
<td>28</td>
<td>43</td>
</tr>
<tr>
<td>Ghana</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Liberia(^{22})</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>South Sudan (project)(^{23})</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Governance programmes, only the DANIDA frame</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td>Bolivia</td>
<td>49</td>
<td>14</td>
</tr>
<tr>
<td>Mozambique</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>Ghana</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>Liberia</td>
<td>11</td>
<td>51</td>
</tr>
</tbody>
</table>

\(^{22}\) The next phase of the education programme in Liberia to start in 2013 was not approved by the end of 2012; hence no benchmarks exist so far.

\(^{23}\) The education programme is currently being developed and benchmarks are therefore not set yet.
### MODELS AND APPROACHES

<table>
<thead>
<tr>
<th></th>
<th>Ghana</th>
<th>Sierra Leone</th>
<th>Liberia</th>
<th>Mozambique</th>
<th>South Sudan</th>
<th>Guatemala</th>
<th>Bolivia</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wing Schools for out-of-reach children (Kindergarten - Grade 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Complementary Education Project – Bridging out-of-school children &amp; youth into the formal system</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accelerated Learning Project (ALP &amp; CREPS) – Complete primary education accelerated for out-of-school children and youth</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Literacy courses for marginalized youth and adults – especially young women</td>
<td></td>
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<tr>
<td>Technical Vocational Skills Development for youth</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Apprenticeship programmes for youth</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Special interventions in the formal education system for enhancing the quality of the education Including Intercultural Bilingual Education (IBE) (e.g. teacher training, materials, curriculum development, etc.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Special interventions in formal and non-formal education focusing on girls and young women</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Special interventions in formal and non-formal education for inclusion of orphans and vulnerable children</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership education for young women and men</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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34 Including approaches developed and implemented in fragile contexts.