

AXIS



Programme Document

2022-2025

A more equal and just world through quality education and a strong civil society

AXIS PROGRAMME APPLICATION

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ABBREVIATIONS

- **AARLE:** Asociación de Alcaldes, Regidores y Líderos Estudiantiles
- **CARL:** Community Action to Restore Lives
- **CETM:** Centro de Educación y Trabajo de la Mujer
- **CSE:** Comprehensive Sexuality Education
- **CSO:** Civil Society Organisation
- **DSSR:** Derechos a la salud sexual y reproductiva
- **ED:** Executive Director
- **EESP:** Escuelas de Educación Superior Pedagógicas
- **ESI:** Educación Sexual Integral
- **ESFM:** Escuelas de Formación de Maestros
- **FM:** Finance Manager
- **GBV:** Gender Based Violence
- **GES:** Ghana Education Service
- **HRBA:** Human Rights-Based Approach
- **IBE:** Intercultural Bilingual Education
- **IBS:** International Børnesolidaritet
- **IESP:** Institutos estatales superiores pedagógicos
- **M&E:** Monitoring & Evaluation
- **NORSAAC:** Northern Sector Action on Awareness Center
- **PD:** Pueblo Diferente
- **PSHEA:** Protection against Sexual Harassment, Exploitation and Abuse
- **PTA:** Parent Teacher Association
- **QA:** Quality Assurance Group in Axis
- **RAINS:** Regional Advisory Information and Network Systems
- **RHE:** Reproductive Health Education
- **SSRR:** Salud sexual y salud reproductiva
- **SDG:** Sustainable Development Goals
- **SMCs:** School Management Committees
- **SRHR:** Sexual and Reproductive Health and Rights
- **ToC:** Theory of Change

SUMMARY AND CONTEXT

SUMMARY

Globally, the focus in education has for decades been on *access* to education rather the *quality, equity or inclusion* of the education provided. While education is the best way to achieve equity and equality in society at large, whether it can do so depends not only on access to education but also on the quality, equity and inclusion in the education provided.

The programme is founded on the achievements, results, and learnings from the previous projects and programme and on the specific needs and possibilities in the contexts in which it takes place. Through the previous projects and programme, AXIS and partners have learned important lessons about how to improve quality, equity and inclusion in education in some of the most marginalized areas of the world. These learnings have showed the impact that relatively small changes in education can have on students, teachers and the community at large. These are lessons and results achieved in partnership with strong and capable local civil society organizations, in networks with other CSOs and allies. And they are lessons the programme will continue to build upon to create systemic and sustainable change.

A more equal and just world through quality education and a strong civil society is the phase 2 of AXIS' programme. Building on programme phase 1, the focus is on equity, inclusion and quality in education and involves six partners, two in each of the three programme countries Bolivia, Peru and Ghana. The programmatic evolution means that there is now a greater focus on consolidating methods and experiences from Phase I, scaling them up, and advocating duty bearers for their inclusion in policies.

Programme objective: *By 2026, local, regional, or national policies to support equity, inclusion and quality in education have been approved, implemented and/or funded in Ghana, Peru and Bolivia.*

Key strategic approaches:

- Change triangle

The change triangle is the foundation for the way AXIS works. Strategic service delivery of new methods and approaches, capacity development of partners, and advocacy towards duty bearers go hand-in-hand to create sustainable change.

- A human rights-based approach

The transformative potential in quality education, which is seen as both a right in itself as well as an enabler of other rights, provides the impetus for AXIS' human rights-based approach. This approach entails working with poor and marginalized groups and seeks to change discrimination and power dynamics. Therefore, the programme is focused on simultaneously strengthening the capacity of rights-holders to know and exercise their rights, as well as advocating towards duty bearers.

- Partnerships, collaboration and synergies

Building strong, long-term partnerships based on trust is essential in achieving sustainable results. AXIS seeks to support and strengthen partner capacity where possible, including support to cross-partner collaboration, both locally and internationally. Establishing collaboration between partners is the first step towards exploring mutual successes and challenges and, ultimately, synergies across the programme.

- Innovation

Innovation includes coming up with new solutions or applying old solutions in a new way. However, just as important a part of the innovation process is the context for innovation and whether it can be used more broadly. Consequently, AXIS' approach to innovation starts with the partners and beneficiaries: What do they need, what fits in their context? Only then are new methods adapted and introduced. Once the approaches and methods are proven to positively impact equity, inclusion and/or quality in education, then efforts are made to bring them to scale.

- Advocacy and policy-level integration

The programme has a strong advocacy component aimed at engaging duty bearers in a dialogue around meaningful change for poor and marginalized groups. At the local level the methods and approaches have already shown significant impact on people's lives in Phase I. Now it is the aim to replicate and scale those results. Therefore, the programme aims to adapt and integrate the methods, tools, and approaches at policy-level, such as policies and curricula in schools and teacher training colleges, national guidelines, and where possible the legal framework governing the education system as a whole.

CONTEXT

The thematic focus area of this programme is Quality Education for All, which is both a human right and an enabler of other rights. Quality education¹ is a key tool in empowering poor and marginalized people to become active citizens who can influence decision-makers. AXIS believes a strong civil society is a precondition for sustainable development and supports strengthening the capacity of partners to influence policy making processes. This will improve the lives of target groups and strengthen civic space through policies that support equity, inclusion and quality in education.

¹ See section 7 for our definitions of core concepts, including Quality Education

Economic-, gender- and social inequality is a fundamental threat to the creation of fair and equitable societies. Inequality in education is evident: Privileged upper- and middle-class children have access to quality education with well-trained teachers who speak their mother-tongue, are well paid and supported. Underprivileged children, often minorities who reside in rural areas or urban slums, do seldom have access to the same opportunities. Their schools are often underfunded and understaffed, and girls are more likely to leave education early due to social norms, violence, and teenage pregnancies - if they attend school at all.

Bolivia, Peru and Ghana vary in terms of poverty rates and inequality, but all three programme countries face similar challenges. Poverty and marginalisation are common across their populations in general, for certain ethnic groups and/or in certain geographical areas. The COVID-19 pandemic has intensified these challenges in all three countries, where sharp increases in poverty rates have accompanied serious challenges to the education sector. The three programme countries are highly hierarchical and unequal societies, where men generally exercise power over women, elders over youth and the wealthier and educated over the poor and uneducated. The unequal balance in power often manifests itself as abuse (emotional, physical, sexual, economic, and cultural). Power is kept in the hands of the few. Women, youth, and indigenous people are often prevented from taking part in decision-making, resulting in central authorities lacking gender equality and respect and understanding for indigenous or traditional cultures. Lack of access to mother-tongue education is a barrier for indigenous peoples' access to quality education. The programme specifically targets indigenous populations in Peru and Bolivia as poverty rates, ethnicity and culture are strongly linked in these two countries.

The education systems in the three countries are also characterized by high levels of inequality, where low completion rates, low quality of education, lack of inclusion, high teenage pregnancy rates² more disproportionately affect poor and minority populations – in particular girls and young women.

PERU

- **Education** - In Peru, only 47% of children of the poorest quintile complete lower secondary school, compared to 95% of children of the richest. Completion of native Quechua speakers is 13% lower than native Spanish speakers. The ability to reach minimum proficiency in the PISA test is largely dependent on the wealth of parents - only 18% of the poorest reach a minimum proficiency in reading in upper secondary, compared to 75% of the richest.
- During the COVID-19 pandemic, Peru has been one of the hardest-hit countries with schools almost completely closed for more than a year and extensive use of stay-at-home orders. Economic poverty is projected to rise from 26.9% in 2019 to 39.9% in 2020. Learning has also declined as only around a quarter of homes count on internet connectivity (2017) - a prerequisite for participating in education activities during the pandemic.
- Teen pregnancies are on the rise in Peru and eight out of 10 pregnant teenagers drop out of school, accounting for 25% of all school dropouts. Despite legislation to ensure the right to return to school after giving birth, many do not due to fear of discrimination and/or economic circumstances.³
- **Democracy and active citizenship** - 48% of youth aged 15-25 do not think that democracy is the best form of government in all circumstances. Rather, they think that an authoritarian government might be preferable, or do not see the difference between the two.⁴ This both challenges the programmatic focus on democracy and citizenship and underlines the need for a continued emphasis on human rights and participatory teaching methods as the history of authoritarian regimes in Peru is both recent and painful.

2 In all three countries, rates of teenage pregnancies remain high with around 6% of women age 15-19 becoming pregnant, often leading to leaving school early, clearly showing the need for SRHR and CSE (<https://data.worldbank.org/indicator/SP.ADO.TFRT>)

3 https://resourcecentre.savethechildren.net/node/10045/pdf/peru_spotlight.pdf

4 <https://www.latinobarometro.org/latCodebooks.jsp>

- **Environment for policy change** – There is a lack of a proper legal framework governing education concerning SRHR and cultural and religious obstacles to working with SRHR are present among teachers, parents and authorities alike and educational institutions do not consider issues such as teen pregnancy as relevant in the school context, but rather a family matter.⁵ There is systemic discrimination towards bilingual students in teacher training institutions, impeding their participation in teacher training. Nevertheless, the 1st programme phase has demonstrated interest in the project methods among teacher training institutions preparing the ground for advocacy towards duty bearers in the 2nd programme phase.

BOLIVIA

- **Education** - A focused effort by the former government has limited inequalities in basic education, but there are still large inequalities in upper secondary and tertiary education. Only 14% of the poorest children complete 12 years of education, compared to 89% of children of the richest quintile.
- During the pandemic, Bolivia has been the country with the 4th longest school-closures globally. Coupled with curfews and occasional stay-at-home orders. The pandemic followed immediately after the severe political unrest following the 2019 election. COVID-19 has led to an increase in poverty rates of 6.4% and has affected women in particular. Moreover, school drop-out rates have been estimated reach as much as 20% during the pandemic.⁶
- About 18% of young women between the ages of 15 and 19 are either pregnant or already mothers. Most of these are in rural areas and most do not return to school once they have given birth. Of the estimated 90,000 teenage pregnancies in Bolivia each year, 70% are unplanned.⁷
- **Democracy and active citizenship** – 45% of youth aged 15-25 do not think that democracy is the best form of government in all circumstances.⁸ As in Peru, this challenges the programme to work on democracy and citizenship through its participatory teaching methods and advocacy work.
- **Environment for policy change** – A legal framework is established for women's rights and SRHR is even included in the country's constitution. However, implementation of such rights and principles is falling behind due to lack of capacity among duty bearers as well as a lack of awareness in the general population. The 1st programme phase has made important advances on methods and capacity development (AXIS and partners in Bolivia developed the first SRHR teaching material in the Aymara language), preparing the ground for advocating institutionalization and policy changes towards duty bearers. The findings from an impact study in Bolivia carried out by Anne Grue Nielsen (see Annex B – Impact Study Bolivia) also highlights that participants have benefitted from AXIS' methods and approaches in lasting ways, but that institutionalization and upscaling can be improved, as is the focus on the 2nd programme phase.

GHANA

- **Education** - Despite upper secondary education recently made free, completion rates still largely depend on wealth, gender, and region. A poor girl from a rural area has a 0% chance of completing upper secondary school, whereas 43% of rich boys from urban areas do.⁹ Less than half of poor young women are literate, compared to almost 100% of rich male youth. Child labour is common throughout Northern Ghana and 50% of school age children are out of school. The quality of education is not keeping up with the rest of the country and there is increased disparity between rural and urban schools.

5 Diagnóstico sobre la situación de violencia de género hacia las mujeres y el embarazo adolescente en escuelas de la provincia de Cangallo, Ayacucho enero del 2020 (UNESCO)

6 Actuemos ya para Proteger el Capital Humano de Nuestros Niños : Los Costos y la Respuesta ante el Impacto de la Pandemia de COVID-19 en el Sector Educativo de América Latina y el Caribe (World Bank) <http://hdl.handle.net/10986/35276>

7 <https://www.msichoices.org/where-we-work/bolivia/>

8 <https://www.latinobarometro.org/latCodebooks.jsp>

9 <https://www.education-inequalities.org/>

- Schools have been closed on and off for more than a year due to the COVID-19 related school closures. Considering the large dependency on school meals for key nutritional support, the school closures have impacted the poorest severely.
- With regards to SRHR, more than 10% of teens in Ghana have begun childbearing, leading to increased drop-out rates among girls and young women. More than a quarter of young women think gender-based violence is justified.¹⁰ In parts of Ghana, the increase in teenage pregnancies during the pandemic-related school closures is already apparent.¹¹
- **Democracy and active citizenship** – Democracy has broad support with only about 14% either supporting other possible forms of government or indifferent.¹²
- **Environment for policy change** – The education framework governed by the Ghana Education Services accommodates innovative ideas for enhancing the delivery of quality education, creating room for the programme methods and approaches. However, negative socio-cultural patterns continue to keep many girls out of school and a political pivot towards the conservative right has made work on Comprehensive Sexuality Education (CSE) challenging for the past two years.
- Targeted schools in the 1st programme phase demonstrate significant improvements in retention and progression to the next education level and these experiences are ripe to form the basis for advocating duty bearers during the 2nd phase. Findings from an impact study carried out in Ghana by David Korboe (see Annex C – Impact Study Ghana) support that AXIS’ methods and approaches work and have a positive long-term impact, where implemented. The potential gains by taken these experiences to duty bearers are significant.

CAPACITY, PARTNERSHIP AND LEARNING

ORGANIZATIONAL CAPACITY

Quality education is fundamental for sustainable development. AXIS has based its work with marginalized groups for the past 25 years on this foundation. Quality education will enable marginalized children, youth and adults to influence their societies and the development path they take.

Organizational capacity and human resources:

AXIS’ organizational capacity is characterized by a clear vision and direction, a solid structure and organization based on a fruitful combination of volunteerism and professionalism, relevant expertise and experience, and efficient tools, systems and processes to underpin the work.¹³

Vision and leadership: AXIS has a clear vision and direction set out in the organizational strategy for 2021-25; equality and social justice are explicitly and intrinsically linked to citizens knowing their rights and actively seeking influence on their own lives. See section ‘Strategy and partner priorities’ to learn more about AXIS’ and partners’ strategies. AXIS’ work is directly linked to the achievement of four SDGs:

- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequalities
- SDG 17: Global Partnership for Sustainable Development

Structure and organization: The annual General Assembly is the primary governing body of AXIS. According to organizational statutes and good practice, the Board is elected by the General Assembly. The secretariat

¹⁰ <https://ghana.unfpa.org/sites/default/files/pub-pdf/PopCouncil-UNFPA%20-%20InDepth%20Situation%20Analysis%20Child%20Marriage%20-%20Final%20Report%20%281%29.pdf>

¹¹ <https://www.wvi.org/stories/ghana/sexual-exploitation-during-lockdown-ghana>

¹² <https://www.files.ethz.ch/isn/103172/AfrobrieffNo18.pdf> - NB Data is from 2005

¹³ See also: Hansen, Finn (March 2021) Review of AXIS Programme Empowerment of Civil Society Through Quality Education.

is staffed by the Executive Director (15 hours per week) and Finance Manager (25 hours per week). They are responsible for daily operations and support to the project groups and partners, while the Quality Assurance (QA) group supports the individual projects in the project design phase and when progress reports are due. Project groups of three to five members (project coordinators) are organized according to partner organization and country and these project groups handle the daily or weekly contact with partners. Furthermore, a programme group is in the process of being established to ensure knowledge sharing, explore synergies and strengthen capacity across the entire programme.

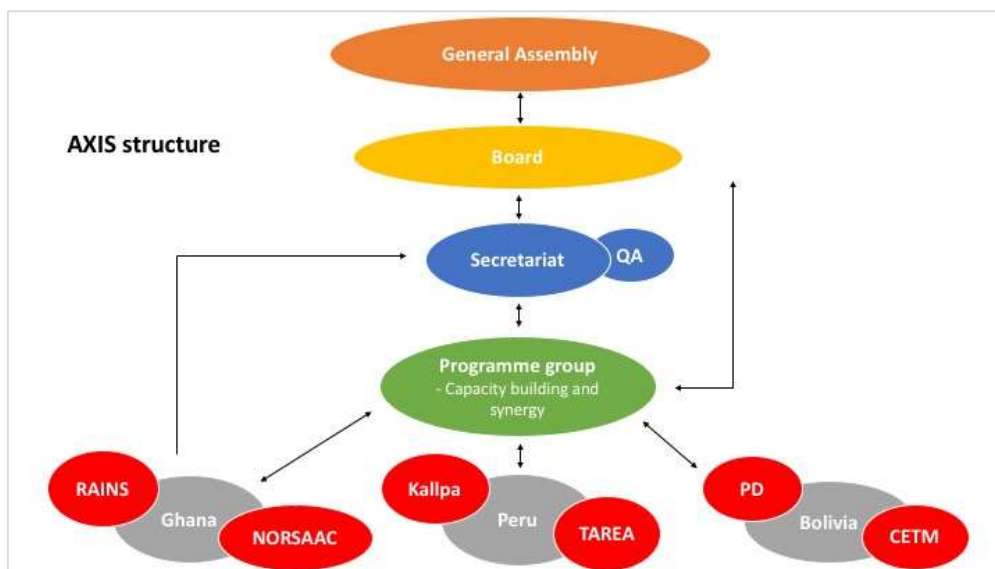


Figure 1. AXIS' Structure

Human resources/volunteers: AXIS has always been a mainly voluntary CSO with a small secretariat and will continue this approach. AXIS' volunteer coordinators represent a wide range of experiences within the areas of education, international development, and CSO work. A key aspect of AXIS' organizational capacity is the continuous development of and support to these project groups. Each group consists of 3-5 people, which enables a close relation with partners as they jointly work to reach the project objectives while strengthening the capacity of the partners as well as the knowledge and capability of AXIS and the programme (see [Programme Management](#)). In this setup, ownership by the volunteer coordinators of the different projects and activities is essential. In collaboration with the secretariat, volunteer coordinators manage day-to-day operations and cooperation with partners.

Together with the Board and Secretariat, the volunteer coordinators cover a range of expertise and experiences: From thematic competences in quality education to communications and project management, to country experience and general development competences. AXIS will continue to expand and build on this capacity, through recruitment, training, workshops, etc. A key part of this capacity development process is joint learning with partner organizations regarding development of knowledge, skills and experience.

Tools, systems, procedures: AXIS has a range of tools, systems and procedures established to support collaboration and efficient/uniform programme implementation. These include:

- Partnership principles and a partnership assessment tool (see Annex 5.1 – Partnership strategy)
- Manuals: Administrative procedures, advocacy, Human Rights-Based Approach, gender, volunteer project coordinators, M&E, Anti-corruption and communication.
- Established formats for project formulation, M&E incl. Most Significant Change, risk management, meetings, reporting, partner assessments.

- Position paper on quality education (see Annex D – Position paper on Quality Education). Development on policies and/or position papers concerning safe guarding is ongoing (see Annex E – Plan for Safeguarding and PSHEA).
- Administrative platforms: Bookkeeping, membership, communication and document libraries.

Capacity and experience with context and stakeholder analysis:

AXIS' engagement with partners and in partner countries is typically mid- to long-term. Long-term engagement in target countries and long-term relationships with partner organizations deepens the contextual understanding and analytical capacity of AXIS. There is frequent contact and communication between AXIS volunteer coordinators and partners, which also extends to the secretariat. Virtual progress meetings are held biweekly and quarterly narrative and financial reports form the basis of structured follow-up. Additionally, context and stakeholder analysis are part of the partners' ongoing responsibility in programme implementation.

Partnerships that are both broad in scope, deep in content and the high frequency of meetings enables AXIS to tailor the programme to the context and react quickly and appropriate to changes.

All projects are co-designed with the partners who have in-depth knowledge on the target groups and context and projects are aligned with the partners' own organizational strategies and objectives. Moreover, target groups are directly involved and actively participate in initiation, planning and implementation. Partners are recognized and trusted among the target groups, based on their long-standing efforts in their communities.

Popular engagement:

A key element of AXIS' organizational capacity, is the ability to continually identify, engage and retain a pool of expertise among its volunteers. As also referenced in the Programme Review of Phase I, AXIS has been successful in attracting a range of individuals from the education sector, development professionals, managers and administrators to volunteer and/or sit on the Board. Through these AXIS counts on relevant thematic, language and partner country expertise and experience, that enables contextually appropriate, thematically sound project and programme design – and which underpins the popular engagement of the organization. AXIS has (in collaboration with partners and target groups) over the years developed several models, approaches, and materials on Quality Education.

AXIS participates actively in the Danish Education Network under Global Focus, which is the Danish part of the Global Campaign for Education – a global CSO network of organisations and unions working to achieve SDG4. Through this network, AXIS acquires national and global education policy knowledge and takes part in national education advocacy processes. Also, AXIS contributes and promotes its view of what constitutes quality and champions dialogue-based, participatory approaches. AXIS shares knowledge and learning in Danish, English and Spanish through its web presence and social media.¹⁴ This is an area that we plan to develop further in the years to come.

PARTNERS

AXIS will work with a total of **six key partners** in three different countries¹⁵:

¹⁴ See www.axisngo.dk and www.facebook.com/AXISNGO

¹⁵ Annex A includes a visual presentation of the geographical location of each partner



From programme phase 1 to programme phase 2

Figure 2 below is a visualization of which partners AXIS will continue to collaborate with in the second (and perhaps eventually also in the third) programme. The figure also shows which partnerships will be funded by CISU and which will not. Before ending any partnership, AXIS plan and execute phasing out activities to help ensure that partners are ready to continue their work without the support of AXIS. This is illustrated with Pachatusan below.

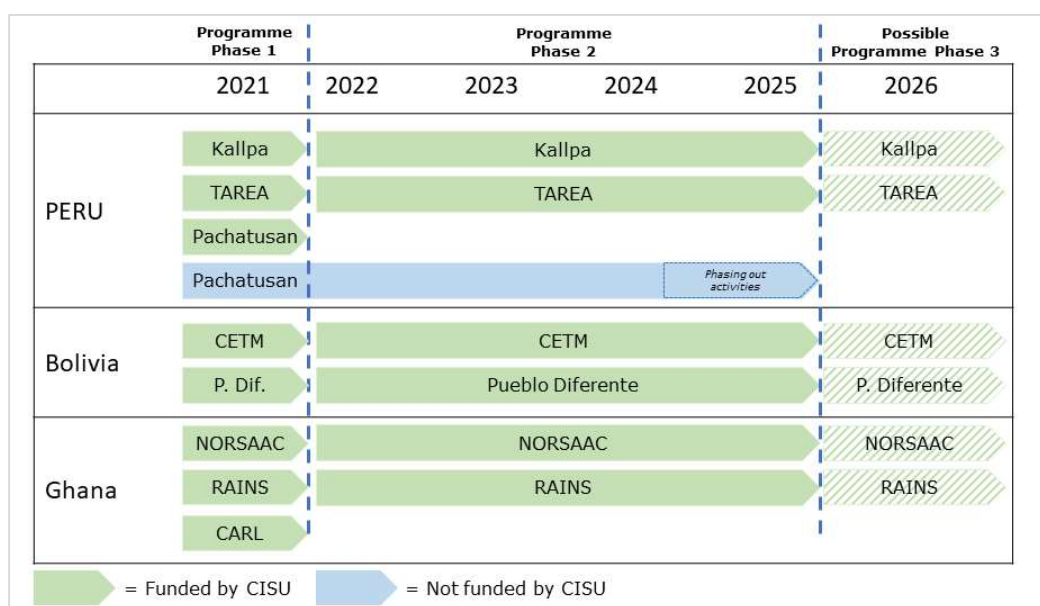


Figure 2. Phasing in and out partners

AXIS' collaboration with CARL in Sierra Leone will be phased out during 2021 and several activities are planned to phase out the collaboration with CARL and prepare the organization for 2022 without the AXIS collaboration. Courses in administration and finance are currently being delivered and extra support to the current project is provided in order to leave CARL with the best possibilities for continuing the CSE-project. The collaboration with Pachatusan will continue, but it will not be funded by CISU from 2022. Instead, it will be funded by the Hempel Foundation as part of a project on bilingual and quality education that includes TAREA with a total budget of DKK 6 million. This collaboration is expected to continue until 2025. During 2024, phasing out activities will prepare Pachatusan for the future without AXIS' direct financial support.

During the final year of programme phase 1 (2021), AXIS' partners carry out the remaining activities pertaining to the ToC of the first programme. For the second programme, AXIS will not engage new partners but will continue to build upon the partnerships with six of the current eight partners. These six partners have participated in developing the Theory of Change (ToC) and results framework of the second programme (See Annex 3.1 – Theory of Change for proposed programme). By the end of 2021, all six partners will have developed individual sub project descriptions whose objectives feed into the overall programme objective and outcomes.

From 2022 to 2025, the partners will implement the planned activities. In 2025, AXIS and partners will assess to what degree programme objectives have been met and will discuss what direction the partners and AXIS envision for a possible third programme phase. AXIS believes in strong, mutually beneficial, and long-term partnerships and expect to continue collaborating with these six partners beyond 2025 as long as their work is in alignment with the vision and strategic direction that AXIS is taking. More information pertaining to exit strategies is included in the section ‘Risks and sustainability’.

Partnership approach

AXIS’ work has since its foundation been characterized by strong partnerships and community-based interventions. In 2021, AXIS is updating our partnership principles and partnership assessment tool to make it even more operational than it is today. The work is still *in progress*, but the assessment tool will most likely be organized into three categories, each with a set of issues that partners are asked to self-evaluate on. The three categories are depicted below:



Figure 3. AXIS' partnership assessment framework

AXIS believes that the success of a partnership depends on the extent to which ownership, decision-making and power are shared as much as possible, while still recognising the different roles and functions. AXIS never enters a partnership without a mutually agreed upon *Agreement of Cooperation*, that clearly states the responsibilities of the partner in question and of AXIS.

The CISU capacity assessment in 2018 highlighted that partners express that: “AXIS’s partnership approach is unique and unlike other partners, based on values of equality, dialogue and mutual respect”.

AXIS is a relatively small NGO and its organization comes with several advantages:

- AXIS (represented by the volunteer coordinators) visits all partners at least one week per year where activities include monitoring and capacity building activities, dialogue on the partnership and collaboration, as well as engaging with target groups. During these visits partners meet the volunteer project coordinators face to face which is very beneficial for fostering their relationships and improve their collaboration. Each visit includes a visit to all partners in the country.
- AXIS’ financial manager and/or the Executive Director also conduct M&E visit on site every year or when needed. During these visits, AXIS conduct financial reviews and discuss programme synergies, collaboration among partners and with AXIS, and visions in the AXIS-partner collaboration.

- AXIS fosters strong relationships between the volunteer project coordinators and programme partners. The cooperation is close, and communication is frequent.
- There is a flexible setup with regards to handling necessary changes to the direction the projects are taking and administrative procedures are not overly heavy and cumbersome.

Division of labour and respective responsibilities of AXIS and partners

All AXIS partners have competencies that enable them to work for equity, inclusion, and quality in education and a strong track record developing high quality pedagogical methods, approaches, and curriculum to support this. Most of the partners have competencies within the areas of teacher training and development, indigenous peoples’ rights, education rights, Sexual and Reproductive Health and Rights (SRHR) as well as democracy, active citizenship, and youth empowerment.

On top of these competencies, the core value added to the programme by each partner is highlighted in the table below, which also presents a summarized list of the primary tasks and responsibilities of partners.

Organization	Core value added to the programme	Tasks and responsibilities in the programme
NORSAAC (Ghana)	<ul style="list-style-type: none"> • Strong track record with regards to local, regional, and national advocacy • Strong organizational capacity and with a track record of providing capacity building to other AXIS partners in West Africa. 	<p>Our partners are all operational and implementing partners which means that they are responsible for the day-to-day implementation of the six projects pertaining to the programme, that includes:</p> <ul style="list-style-type: none"> • Planning and carrying out activities pertaining to each of the sub project descriptions • Engaging targets groups • Engaging and managing stakeholders • Monitoring and mitigating risks and issues • Developing financial and descriptive progress reports • Collaborating with AXIS’ volunteer coordinators and secretariat continuously during programme implementation • Adhering to AXIS’ policies, including Safeguarding, PSHEA and anti-corruption • Planning and carrying out advocacy for change, alone,
RAINS (Ghana)	<ul style="list-style-type: none"> • Strong track record with regards to local and regional advocacy • A track record of improving education quality 	
Kallpa (Peru)	<ul style="list-style-type: none"> • Strong track record with regards to local, regional, and national advocacy • Strong experiences in youth empowerment and active citizenship 	
TAREA (Peru)	<ul style="list-style-type: none"> • Longstanding experience in citizenship and bilingual, intercultural, and democratic education • Strong and professional organization with regards to local, regional, and national advocacy 	
CETM (Bolivia)	<ul style="list-style-type: none"> • Strong experiences in local and regional work focussing on women and empowerment • Strong competencies in local and regional advocacy and good relationships with municipalities 	
Pueblo Diferente (Bolivia)	<ul style="list-style-type: none"> • Significant results related to Comprehensive Sexuality Education in schools and Teachers Universities 	

	<ul style="list-style-type: none"> • Strong standing with the Ministry of Education and several Teachers Universities 	with stakeholders, AXIS' partners and other CSOs
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Partners as catalysts for change

In addition to the above-mentioned tasks and responsibilities, AXIS' partners have a great responsibility serving as catalysts for change. Alone or in alliance with target groups, other AXIS partners and other civil society organizations, they create awareness of problems in equity, inclusion and quality in education and push for duty bearers to take responsibility for bringing about necessary social, cultural, and political change.

In Ghana, NORSAAC and RAINS are both active members of regional and national networks on the implementation of the SDGs, education, SRHR, Comprehensive Sexuality Education (CSE) and Child Protection. Both organizations are used to working together and with other allies doing advocacy, validating each other's methods and models etc.

In Peru, TAREA and Kallpa are core members of national networks, providing possibilities for achieving national level impact. Kallpa and TAREA are coordinating common efforts at teacher training colleges to develop models on citizenship, gender, bilingual, intercultural, and democratic education including sexuality rights and reproductive health education. Both TAREA and Kallpa are also involved in international networks.

Kallpa, TAREA, Pueblo Diferente and CETM will develop bi-national advocacy work related to quality education and CSE. AXIS will assure that experiences from Ghana and Denmark will be included in these activities.

AXIS and International Børnesolidaritet (IBS) have begun the coordination of a joint project with TAREA on youth and citizenship in Peru. Together, AXIS and IBS will support the advocacy in Peru and Bolivia based on the experiences from TAREA and the present work of IBS in Bolivia and Nicaragua exploring synergies and utilizing lessons learned. IBS will take over from AXIS in the direct support to the youth-organization AARLE, which AXIS has supported for several years through TAREA and IBS will expand the work of AARLE in the region of Ayacucho. AXIS will continue the work with TAREA on developing a model for teachers supporting citizenship education within teacher training colleges. This model will also include experiences from the project with Kallpa. An element of the Kallpa project is a group of youths (called innovators) who advocate for CSE. This groups of innovators will support the IBS-project on sexual rights.

AXIS' project funded by the Hempel Foundation, has two components. One is in Cuzco, where AXIS has worked for a great number of years with the local NGO Pachatusan on intercultural and bilingual teaching, and one component in Ayacucho with TAREA on Bilingual Intercultural Education. These two Hempel-financed projects will be included in a number of the programme activities both in Peru and in Bolivia. A number of coordinated activities between TAREA/Pachatusan and AXIS' other Latin American partners have already been executed.

In Bolivia, the coordinated work between the two AXIS-partners has shown good results on achieving capacity building on CSE. In phase I, it has been challenging to strengthen the national network of CSOs working in CSE due to the political unrest and COVID-19. However, there are great possibilities for supporting national networking and coordinated efforts for change. The possibilities for bi-national events in Peru and Bolivia on CSE, and include experiences from Ghana and Denmark, will also be explored.

Pueblo Diferente is the only partner with financial dependency of AXIS. All other partners have other donors and AXIS is only a smaller contributor in their context. Special attention will be paid to supporting Pueblo Diferente in becoming less financially dependent on AXIS.

AXIS adds value to the partnerships by supporting the partners to strengthen organizationally, administratively, and technically. Depending on the specific needs of the partner organization, AXIS will carry out and/or support virtual or in situ capacity-building activities such as:

- Project planning courses, including applying the Logical Framework approach
- Project monitoring courses, including applying the Most Significant Change
- Financial management, such as Mango Health Check and CISUs Accountability Dialogue Tool
- Advocacy courses
- Anti-corruption courses and support in drafting policies
- Courses on the development of strategic policies
- Courses on networking and fundraising
- Courses on documenting results
- Capacity strengthening on PSHEA (Protection against Sexual Harassment, Exploitation and Abuse)

AXIS also adds value by supporting its partners' engagement in national networks and coalitions.

AXIS is committed to zero tolerance of sexual harassment, exploitation, and abuse in AXIS, in partner organizations and in projects. Working on culturally sensitive topics such as SRHR education only underlines the responsibility for protecting members, staff, and targets groups. Therefore, AXIS has developed a plan on Safeguarding and PSHEA to be implemented in late 2021 and 2022, which amongst others will include:

- i. Development of a common Safeguarding and PSHEA policy with partners
- ii. Included in the policy, a Code of Conduct, which provides a framework within which all staff and volunteers of AXIS and partners undertake their duties
- iii. Training of partners and Danish volunteers
- iv. Development of clear and secure referral pathways and consequences in case of incidents reported

See Annex E – Plan for Safeguarding and PSHEA.

STRATEGY AND PARTNER PRIORITIES

The programme aligns perfectly with AXIS' recently launched 2021-2025 strategy¹⁶ that focuses on quality education and the following Sustainable Development Goals:



AXIS envisions a world with less inequality and greater social justice, where all people know their rights and make use of them to influence social, cultural, economic and political decisions in the struggle to achieve a dignified life. AXIS has made it its mission to support marginalized groups in achieving quality education because:

- Quality education is both a right and an effective means of strengthening and creating opportunities for marginalized populations.
- Quality education is essential to ensure that girls and women are able to participate in social, cultural, economic, and political decision-making processes.

¹⁶ [AXIS-Strategi-2021-2025.pdf \(axisngo.dk\)](#)

- Quality education empowers marginalized groups and is one of the most equality-creating means available. It is an important basis for lifting people out of poverty and a long-term investment in democracy, human right and sustainable development.

Civil society organizations play an important role in mobilizing and engaging the participation of poor and marginalized groups in development processes. AXIS' work in West Africa and South America takes place in close collaboration with local civil society organizations who are the executors and implementers of the collaboration. The joint efforts are based on the partners' close relationship with the target groups, their professional competencies and in-depth knowledge of the local context as presented below.

PARTNER 1: TAREA



Partnership with AXIS: Has been a partner since 2012

Brief description: TAREA was founded in 1974 and is a leading Peruvian civil society organization known for its longstanding efforts in bilingual, intercultural, and democratic education. They work in Lima, Ayacucho and Cuzco.

How does the programme link to TAREA's strategies and priorities? The organization focuses on vulnerable groups, quality education, political and social participation and rights. TAREA participates in regional, national, and Latin American networks and heads up the National Education Council. TAREA has wide experience in guiding young students in participating in democratic processes and exercising their active citizenship. The AXIS-project focusing on developing models/approaches in universities is seen by TAREA as an important supplement to their prior focus. The partnership with Kallpa and the experiences with CSE is also an important support to TAREA. The combination of IBS and AXIS is also seen as a strong possibility for not only achieving national advocacy, but also combine it with activities in Bolivia.

Brief summary of project: Based on teaching models developed and tested in the programme phase 1, this project aims at furthering these results into developing and implementing citizenship education, gender and intercultural perspectives in the curriculum at teacher training colleges in three provinces in Peru. Students at teacher training colleges, receiving teaching based on the revised curriculum are supervised in their internships to support the implementation of citizenship, gender and intercultural perspectives into their teaching practices. Furthermore, TAREA will work in partnership with teacher training colleges and other NGOs in Peru (including Kallpa), using project results to advocate for a wider incorporation of intercultural and gender perspectives in the curriculum for teacher training within the frame of citizenship.

PARTNER 2: KALLPA



Partnership with AXIS: Has been a partner since 2014

Brief description: Kallpa is a Peruvian NGO founded in 1990 that has worked with SRHR for more than 15 years and has strong ties to regional youth organizations who they support in advocacy. Kallpa has offices in Lima, Ayacucho, Cuzco, and Loreto.

How does the programme link to the strategies and priorities of Kallpa? Kallpa creates innovative and participatory solutions to social development issues and are active in many networks of local, regional, and national partners in the public educational sector as well as part of several alliances in the fields of SRHR and education. Kallpa and TAREA will coordinate their activities in the universities and by doing so, they will achieve a greater impact. Kallpa will also be able to provide stronger support to the national network on CSE and involve experiences from Bolivia and Ghana on CSE.

Brief summary of project: The project will develop a new participatory-based educational model that covers sexual education and active citizenship. First, teachers will be trained in the new model and certified officially by universities and then, students, who will be future teachers, will be introduced to the model.

The model will be validated in teacher training education centres. In the previous project (programme phase 1), Kallpa created a similar educational model which was validated in two high-schools in Ayacucho and Loreto. The model showed positive improvements for all target groups. In programme phase 2, the model will be further developed and enriched in partnership with TAREA utilizing their strong expertise in active citizenship. The project will have a strong focus on advocacy. Kallpa and TAREA will unite their efforts and develop common strategies to reach authorities and duty bearers at local, regional, and national level within the education sector to implement new norms and policies to support equity, inclusion and quality in high-school and university education. The student organization AARLE and student leaders will participate in advocacy activities. More than 30 decision-making bodies are expected to be reached and at least 1000 students and 100 teachers will have been trained in equity, sexual education, and active citizenship.

PARTNER 3: CETM



Partnership with AXIS: Has been a partner since 2011

Brief description: CETM is a Bolivian NGO founded in 1986. CETM is based in Cochabamba and works to eliminate oppression and discrimination against women by strengthening women's knowledge and improving their abilities to take care of their own lives by confronting domestic violence and sexism.

How does the programme link to the strategies and priorities of CETM? CETM's purpose is to promote social change processes in Bolivia that creates gender equality and promotes education, personal development, active citizenship, and health. CETM has developed a relationship to Bartolina Sisa, the national network for women's rights. CETM has also benefitted from the partnership with other AXIS partners. As a regionally-based NGO their participation in the programme is a possibility for having greater national impact which CETM plan to achieve through collaborations with Pueblo Diferente.

Brief summary of project: The purpose of the project is to enhance the knowledge and exercise of sexual and reproductive health and rights among women and youth in the Sacaba municipality. New education models on SRHR will be implemented, one for peasant women from local communities which will include advocacy issues, and another aimed at young women and men that includes training in the elaboration of education materials and the use of social media and new communication technology for dissemination. Trained female and youth leaders will share their knowledge on SHRH in their respective communities and secondary schools and carry out massive information and awareness-raising campaigns in public spaces. They will also engage in advocacy processes towards municipal and educational authorities to achieve the approval and implementation of a municipal public policy on SRHR. The project expects to reach 500 women and 3.500 adolescents-youth, as well as key actors like municipal and educational authorities, teachers, parents and health service staff, and the population in general.

PARTNER 4: PUEBLO DIFERENTE



Partnership with AXIS: Has been a partner since 2016

Brief description: Pueblo Diferente is a Bolivian NGO founded in 2015¹⁷ with a mission to strengthen participatory education with a strong focus on gender equity, defence of human rights and environmental sustainability.

How does the programme link to the strategies and priorities of Pueblo Diferente? Pueblo Diferente wants to improve formal and non-formal education

¹⁷ Pueblo Diferente is thus the youngest partner of AXIS, however, the organization was founded by individuals, with whom AXIS has worked since 2006.

management through participatory and multicultural social innovation. They work for a supportive society that respect the environment, intercultural diversity, and ancestral knowledge.

Pueblo Diferente has influenced the CSE-work in both Ghana and Peru, with the staff from Pueblo Diferente being AXIS' first partners on this theme 12 years ago. But Pueblo Diferente has also learnt from Ghana, Denmark and Peru. Pueblo Diferente has the potential to be influential not only in Bolivia, but also in Peru in partnership with AXIS partners.

Brief summary of project: In Bolivia there are more than 40 different languages and cultures, but only few teachers are trained in teaching delicate subjects in native languages and to overcome cultural barriers. The project seeks to improve equality, inclusion, and the quality of education in Bolivia by introducing new teaching methods and subjects to teachers and students at teacher training schools, in order to spread the methods throughout the Bolivian educational system. Based on previous experiences and material, both own and from other programme partners in Bolivia and Peru, the project introduces sexual and reproductive rights education in an intercultural and bilingual Bolivian context through participatory and inclusive pedagogy. Furthermore, by training the teachers to include a new curriculum, the project seeks to show the Bolivian government the effectiveness of the training, in order for them to implement the subject in the national curriculum and expand the training to all teacher training schools in the country.

PARTNER 5: NORSAAC



Partnership with AXIS: Has been a partner since 2008

Brief description: NORSAAC was founded in 2002 and is a strong CSO in Northern Ghana dedicated to improving the lives of women, youth, and marginalised groups.

How does the programme link to the strategies and priorities of NORSAAC?

NORSAAC works with SRHR, gender and governance, livelihoods, and quality education. NORSAAC has developed into one of the major NGOs in the Northern Region and recently reaching influence also on the national level and thereby an important ally with regards to advocacy. NORSAAC works with networks of women, youth, children, and excluded groups to strengthen their agency to claim and exercise their rights. NORSAAC aims at developing into an important agent in West Africa on sexual rights and considers the participation in the programme important for achieving this. NORSAAC has, from a number of meetings in Denmark and two years ago in Kenya during a UNFPA event, developed a close relationship with Pueblo Diferente.

Brief summary of project: The Innovative Sexuality Education project (ISEP) 5 will continue national level advocacy to get CSE, which due to the political environment has been modified to Reproductive Health Education (RHE), standardized into the school curriculum. NORSAAC will continue to focus on working with the colleges of education and to get the national guideline on RHE approved and launched. This will be done by engaging government and key stakeholders and ensuring its inclusion into the colleges' curriculum. Also, ISEP 5 will strengthen existing youth groups/networks to form a strong movement to advocate for comprehensive information and skills on RHE for all young people in Ghana as well as joining forces with other CSOs working within the arena of RHE, by coordinating and convening them to develop a strategy for common RHE advocacy and advocating for the approval and implementation of the RHE guidelines. There will be advocacy at the national level, such as the National RHE Forum, media campaigns, and participation in strategic meetings. Target groups include: 20 youth groups, 270 teacher trainees, 9 colleges and 3000 young people.

PARTNER 6: RAINS



Partnership with AXIS: Has been a partner since 2017

Brief description: RAINS was founded in 1993 in Northern Ghana. RAINS works to improve the quality of life for vulnerable groups especially children, women, girls and people with disabilities by strengthening local structures to take actions to promote and ensure fairness for all people in the society.

How does the programme link to the strategies and priorities of RAINS? RAINS has worked closely with state authorities through well-established relationships with the Ministry of Education and the Ministry of Gender, Children and Social protection. RAINS is a member of the key networks on child protection and education. As an important NGO on quality education, RAINS has benefitted from the programme. Their reach has been far beyond the originally defined objectives, thus developing their prestige in the Northern Region.

Brief summary of project: The school pedagogy project contributes to improving quality education delivery through the promotion of the use of participatory teaching and learning methodologies in basic schools in Northern Ghana. Building on four years of experience, going into the next phase of the project, the primary target group is 150 teachers from 12 schools in the region who will be trained and qualified in participatory teaching methods. This will benefit more than 4500 students in 12 basic schools spread out on 6 school circuits. Further, as part of the project is advocacy-related through the objective of improving the quality of education in the region, the project will also target and benefit Parent Teacher Associations (PTAs) and School Management Committee (SMCs) in the 12 schools, teacher trainees at Saint Vincent Teachers College and School Improvement Support Officers from Ghana Education Services. This will support the sustainability of the project, which can pave the way for national level advocacy engagements in the long term.

LESSONS LEARNED AND RESULTS

IMPORTANT RESULTS FROM CURRENT PROGRAMME	
Ghana	<p>When conservative religious forces caused a halt to the implementation of Comprehensive Sexuality Education (CSE) in 2019, which NORSAAC had worked on for years, NORSAAC made an important political campaign aimed at re-establishing the government's support to CSE. This has confirmed NORSAAC as an essential national player in assuring sexual and reproductive rights of all youth. Teenage pregnancies and related school dropouts have fallen dramatically in the schools involved in the programme.</p> <p>The partner RAINS have developed participatory teaching material using the natural, geographical, and cultural surroundings of the Region, by using school gardens, which are aimed at improving the quality of the education provided and the ability to learn of children who are often malnourished. Learning has improved dramatically in the schools involved in the programme.</p>
Bolivia	<p>Despite the pandemic, the partner CETM has reached many women and pushed for sexual and reproductive rights. CETM's position in the region has been strengthened by this and this will be used in this next programme to spread the model to other regions in Bolivia through the national women's organization. Local authorities have adopted and supported the projects' approaches.</p> <p>The partner Pueblo Diferente guided and assisted the development of the first ever Aymara language and culture-based SRHR teaching methods together with the target group (Professors at the teacher training colleges and their students). Similarly, to CETM, Pueblo Diferente managed to reach its target group despite de pandemic, which has strengthened its position as an ally of the regional educational institutions that now relay on and seek Pueblo Diferente's involvement in, for example the development of best practices for online teaching. Some</p>

	municipalities the programme has worked with have set aside funds in their budgets for the implementation of the work on SRHR based on their experiences with Pueblo Diferente.
Peru	<p>The partner TAREA supports the youth organization AARLE, who has achieved recognition and support from the regional government. Three local teachers' universities are developing a model and curriculum for teachers to work in schools supporting the student councils as important democratic institutions for and by youth.</p> <p>The partner Kallpa has achieved recognition of the CSE-model they developed, which is currently being used as training material for future teachers. Kallpa has been an essential partner in a national network focusing on SRHR. The Ministry of Education has been involved in a number of activities and expressed its appreciation of and support to Kallpa's work on CSE.</p>

As part of the learning about the importance of studying impact, and in order to validate the quality of the ToC in AXIS' projects, AXIS has initiated three country-level studies of the projects AXIS supported prior to the first phase 1. The first two studies carried out by consultants in Ghana and Bolivia are finalized and a third impact study for Peru is ongoing. These show impressive achievements and results, which the new phase will build upon further, including:

Ghana:

- The school gardens, which RAINS use as part of the pedagogy are still viable in spite of the school closures during the pandemic, and are being maintained by the community and the parents of the students
- Through the school gardens, new crops are introduced, which are then adopted by the families at home, improving both nutrition and family income
- Despite the year-long school closures and the increase in teenage pregnancies that followed, the school communities where NORSAAC introduced Comprehensive Sexuality Education have largely escaped that fate
- In one Junior High School, 3-4 girls used to drop out every year due to teenage pregnancies and early marriage. Since the introduction of Comprehensive Sexuality Education in 2010, only two girls have become pregnant, underlining the general finding that youths are more knowledgeable, independent and have a more responsible approach to their sexuality
- Parents expressed delight that the lessons on vegetables taught in the school gardens are impacting the communities and making it more attractive for parents to send their children to school as they are getting 'real life knowledge of plants'
- In one Junior High School, after two years of intervention with school gardens, the pass rate increased from 9.1% to 64.3%, making the school more attractive to parents in the community. Other schools reported similar numbers

Bolivia

- In several communities and municipalities, authorities allocated funding for Comprehensive Sexuality Education using the model set up by the Pueblo Diferente-led project
- Among those interviewed for the impact study, all urban, organic family gardens that were set up as part of the project led by CETM are still functional now. Women express eating more vegetables – some even being self-sufficient and several having set up micro-businesses selling their produce, seedlings and organic fertilizer at market, a welcome supplement to the common pesticide-intensive agricultural production in the area.
- During the extensive COVID-travel restrictions and lockdowns, lack of access to food became a real problem in many urban areas in Bolivia. However, the family gardens provided both food for the families and a source of income

- The women who participated in the project express that they are now more independent, proud and willing to stand up for themselves and other women than before participating in the project
- Change agents and educational institutions still have and use the sexuality education materials created through the Pueblo Diferente-led project.

Both impact studies reaffirm that AXIS' methods and approaches do in fact work. While there is always room for improvement (e.g. including traditional leaders in Ghana), the fundamentals are sound and the programme's ToC has proven to be valid.

Key lessons learned in phase 1

- **Importance of cross-partner collaboration** has been made very clear over the last programme period and will be explored and institutionalised further in the new programme period. For instance, in Peru, where the two partners are collaborating in the national education coalition to highlight the importance of quality and participatory methods in education and CSE. Or in Ghana where the partners have validated eachothers' models and methods and will build on this to do joint advocacy in the new programme phase.
- **Equity, inclusion, and quality in education** is the common denominator in the interventions, and programme phase 2 will not be divided into the two thematic focus areas; a) Context-based Education and b) Sexual and Reproductive Health and Rights Education.
- The first programme brought about great results, but a more systematic approach to **documenting results** is necessary. This is essential both for the general documentation of the validity of the ToC, for advocacy efforts and to create learning. AXIS and partners have developed several models, manuals, reports etc. which will be used in the next programme to inform the work of all partners. As a result of this learning, AXIS has commissioned the aforementioned impact studies to explore and analyse the impact of previous interventions. The new phase will continue to focus on documenting tangible results and impact in a long-term perspective.
- **Partnership encounters and conferences** must continue to be prioritized and are crucial to fostering stronger collaborations and cross-project learnings.
- The **M&E activities** have always been rooted in a systematic approach using best practice tools and formats. However, AXIS wants to further strengthen the dialogue and mutual learning between the project groups in Denmark and among the partners in Ghana, Bolivia, and Peru. The new Programme Group (see: [Organizational Capacity](#)) will play an important role in facilitating this.
- **Too much flexibility in terms of funding** creates additional work for partners. The procedures in the current programme allowed for flexibility in terms of funding with annual revisions on budgets and intervention activities. It was believed this would be practical for the partners. However, it created an extra and unnecessary workload especially in light of the pandemic that necessitated a rethink of many planned activities. Intervention planning and budgeting in the new programme will be done with a time frame of 4 years (high level planning) and each year, partners will create annual action plans.
- **COVID-19** has meant that schools have been closed for up to a year in the three implementation countries by now. This has been a severe challenge for any educational intervention. However, through a willingness to adjust and adapt the interventions, it has been possible to stay connected to teachers and students and continue the interventions in some form. Partners have found new ways of communicating and collaborating during the lockdowns and school closures. So, while COVID-19 has been a disaster for education, there are also learnings to take from this period.

Approach to learning and innovation

AXIS encourages and facilitates learning across the organization, the programme and beyond, between programme partners and other partners. AXIS considers itself a learning organization: is perpetually asking itself how to improve structures, partnerships and collaboration within and across the organization and

how foster and support synergies at various levels. Furthermore, AXIS has a track record of working with partners to learn from results and methods from one partner to the next. This is how the current focus of the work became equity, inclusion and quality, how an intervention using school gardens in Cusco, Peru inspired AXIS and the partner RAINS to test if school gardens could work in Northern Ghana as many of the challenges were similar. And how partners in Peru and Ghana learned from the experiences of an innovative way of working on integrated and comprehensive sexuality education in Bolivia to influence interventions relevant to their contexts. Synergies such as these are sought out and partners encouraged to share experiences from their projects. In November 2021, a partner conference between organisations in Bolivia and Peru is currently planned to take place in La Paz. While adhering to all COVID-19 regulations it is crucial to assume the direct dialogue and exchange of experiences will happen once again.

Thus, learning in AXIS takes place in a synergetic dialogue across the organization as well as in the direct collaboration with individual partners. An important lesson from the last programme was to anchor learning across the programme more firmly in the M&E. Therefore, AXIS has changed the programme setup to include a Programme Group who will be responsible for learning and synergy across the programme.

Structure of learning:

- **Learning within partner organizations** happens continuously through the programme phase and across all parts of the organization.
- **Learning between partners**, especially between partners in the same country, is facilitated through increased collaboration and in-person meetings with learning on the agenda.
- **Learning between projects**, especially on similar themes, is facilitated through continuous dialogue across partners and through the programme group
- **Learning across the programme**, especially on structural issues is facilitated by the Programme Group through its interactions with partners, coordinators, secretariat, the Quality Assurance Group and the Board
- **Learning within AXIS** is the responsibility of the Board and the Secretariat in close collaboration with all other volunteers at AXIS

PROGRAMME OVERVIEW

PROGRAMME AIM AND JUSTIFICATION

Globally, the focus in education has for decades been on *access* to education rather the *quality, equity or inclusion* of the education provided. While this focus has, fortunately, allowed millions more children and youth to enter education, at the same time, it has put education financing and systems under extreme pressure in terms of quality, equity and inclusion.

Across the three programme countries, the challenges in the education sectors share several similarities: Poor, indigenous and marginalized groups have less access to quality education and have worse education outcomes than national averages. Girls and young women are disproportionately represented in the various negative statistics concerning low completion and progression rates, and there are high teenage pregnancy and sexual violence rates. There is widespread lack of capacity (financial, human resources and appropriate education tools and methods). All of these challenges have, unfortunately, been exacerbated by the COVID-19 pandemic, in particular affecting girls and young women. There is a need to advocate duty bearers to take on the responsibility they have in terms of education of the most marginalized – the programme target groups.

Education can be oppressive; cultural and structural obstacles can inhibit effective learning and sustain inequalities on numerous fronts. AXIS works for equity, inclusion, and quality in education, which translates to an education based on participatory models and approaches, that develops students' curiosity, critical

thinking, creativity, reflection, knowledge about their rights, attitudes, and behaviour. The education should be based on students' own knowledge, language, and culture. This is true whether it is mother-tongue education, history, social sciences, or Comprehensive Sexuality Education. AXIS' partners help push this recognition of problems, but also needs stakeholders who will collaborate with them to prove the effect of the interventions and make change happen.

Education is the best way to achieve equity and equality in society at large, however, the current standard of education is a major barrier to inclusion and equality in Ghana, Peru, and Bolivia. Especially girls, marginalized groups, and the poorest are at risk. Thus, this programme has the following strategic priorities, each based on a sustainable development goal:

1. To improve quality of education based on participatory methodologies, which seek to increase the knowledge and skills of the target groups within the fields of human rights, gender equality, sexual and reproductive health and rights, active citizenship, and recognition of cultural diversity => SDG4
2. To increase gender equity in education in general, but especially through CSE. And through CSE and gender transformative education to increase SRHR in society at large => SDG5
3. Through quality education to increase the competences and ability of the target groups to influence social, cultural, economic, and political decision-making processes relevant to their lives and to reduce inequality => SDG 10
4. To strengthen the partners' competences in developing and applying participatory models and approaches for equity, inclusion, and quality in education, and their ability to influence social, cultural, economic, and political processes to improve the livelihood of the target groups as well as improve the civic space => SDG17

Through these four strategic priorities, AXIS will be able to create impact for and with its partners, in the lives of the target group as well as in society at large through political change at local, regional, and national levels.

The programme is founded on the achievements, results, and learnings from the previous projects and programmes. Through these, AXIS and partners have learned important lessons about how to improve quality, equity and inclusion in education in some of the most marginalized areas of the world. Previous projects and the previous programme have showed the impact relatively small changes in education can have on the students, the teachers and the community at large. In Bolivia, women claim and demand their rights while they no longer depend on their husbands' income and parents able to feed their families in the middle of a COVID-lockdown when food was scarce based on the family gardens developed in a previous project. In Peru and in Ghana, children learn more, are happier, healthier and bring the learnings from school gardens into their communities creating impact at scale. In Bolivia and Ghana children are taught about sex, about their bodies and about their rights for the first time, leading to impressive results in terms of retention of girls in schools, fewer teenage pregnancies and more equal gender roles and norms. In Ghana, at the institutional level, reproductive health education curriculum is spreading from school to school in Savelugu municipality and participatory pedagogy were introduced into the national guidelines on sexuality education, although a subsequent political shift has delayed the dissemination of the guide.¹⁸

These are lessons and results achieve in partnership with strong and capable local civil society organizations, in networks with other CSOs and allies. And they are lessons the programme will continue to build on.

Based on these achievements, the programme will focus on increasing quality, equity and inclusion in education through both developing and implementing new and innovative models, approaches and

¹⁸ Impact of AXIS Projects in Ghana, D. Korboe (2021)

methods and through ensuring that the political will and support is in place to affect change long-term in a sustainable manner.

The specific approaches have been chosen based on the local needs, the capacity of partners and the possibilities in terms of changing local, regional or national policies and decisions, which will help ensure sustainability. Among the approaches are: Comprehensive Sexuality Education (CSE), participatory teaching modalities (including in CSE and by using school gardens), student democracy and involvement, as well as strategic advocacy activities aimed at concrete policy changes that enable quality education.

HOW THE DESIRED CHANGE CAN BE BROUGHT ABOUT

The Change Triangle. AXIS and partners always base their work on the Change Triangle¹⁹. Thus, both the overarching programme ToC as well as all interventions will contain aspects of capacity building, strategic service delivery, and advocacy:

The three sides of the Change Triangle are interlinked, mutually dependent and give an excellent basis for supporting civil society while creating lasting impact. Using the change triangle strengthens the interventions' catalytic effect as it guarantees that any given intervention does not take place in a vacuum, but always leads towards advocacy and sustainability.

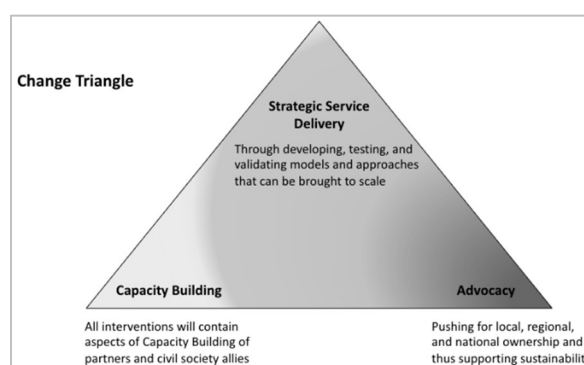


Figure 4. The Change Triangle

Strong partnerships. The partners are the most important change agents and will facilitate many of the preconditions/outputs described in the Theory of Change. Long-term sustainability of the programme is achieved through strengthening the capacity of partners, allies, and stakeholders. CSOs play a crucial role in mobilizing and engaging the participation of poor marginalized groups in sustainable development processes. The joint efforts are always based on and made possible by the partners' close relationship with the target groups, their professional competencies and in-depth knowledge of the local context.

Equity, inclusion, and quality in education. All programme interventions are focused on equity, inclusion, and quality in education. AXIS believes that through equitable, inclusive education of good quality, people are empowered to demand their rights and change society.

The human rights-based approach is essential in everything AXIS does. AXIS believes that education is both a right and an enabler of other rights. The programme is focused on building capacity of rights holders to claim their rights as well as building the capacity and willingness of duty bearers to meet the demands and take on their responsibilities.

Cross-partner collaboration. Through the previous programme and before, AXIS' partners collaborated on capacity building, advocacy, learning, supporting each other in testing and validating documentation, models, and approaches. This will continue in this programme phase both between national partners (e.g., partners in Ghana), across the region (e.g., on Comprehensive Sexuality Education in Peru and Bolivia with relevant partners) and across all partners whenever possible despite distance, languages, and currently, most importantly, COVID-related travel restrictions – causing most of the collaboration to take place virtually. As documented in the report from Finn Hansen and in the impact studies, it has become clear that

¹⁹<https://www.cisu.dk/Admin/Public/DWSDownload.aspx?File=%2FFiles%2FFiler%2FCISU%2FRejser%2FLearning+Report+Change+Triangle+Ghana.pdf>

partners see a strategic strength and value in collaborating on various issues, something the programme will support and advance.

A number of cross-partner collaborations have been highlighted in the section about each partner. In all 3 countries, nationally coordinated advocacy will be an essential element. In Peru and Bolivia, the programme will also seek to develop bi-national advocacy on Quality Education and CSE. It is essential for AXIS to ensure that experiences, models, approaches, etc. are exchanged between partners, also across language barriers.

Innovative approaches. Through the previous projects and programme, AXIS and partners have developed and will continue to develop new models, methods and approaches, test them, validate them and ensure that they are implemented. This will be done in coordination and with the support of allies, partners and authorities in order to ensure quality, effectiveness, efficiency and sustainability.

AXIS' approach to innovation is not merely to introduce something 'new', but just as much to look at what is (contextually) relevant, adds value, is inherently useable/applicable, and scalable (with adaptations). Building on organizational capacities on quality education (including participatory methodologies, SRHR, bilingual education, etc.). During phase 1, programme partners together with AXIS have taken the first step in an innovation process by shaping, moulding and adapting participatory pedagogical methods to a new context and validated that they work. In the second programme phase partners across West Africa and South America will both continue to develop teaching methodologies, while also taking the next step in the innovation process: Scaling up by advocating and engaging duty bearers. A few examples of the innovative approaches in the second programme phase follows:

- Reproductive Health Education (RHE) is integrated in national curricula and implemented in education institutions in the northern region (Ghana)
- Development of SRHR methodology for women and youth and policy integration at the national level for the exercise of SRHR (Bolivia)
- Policy development and integration across authorities and education institutions at regional level based on phase 1 methodologies (Peru)

INTERVENTION LOGIC (THEORY OF CHANGE)

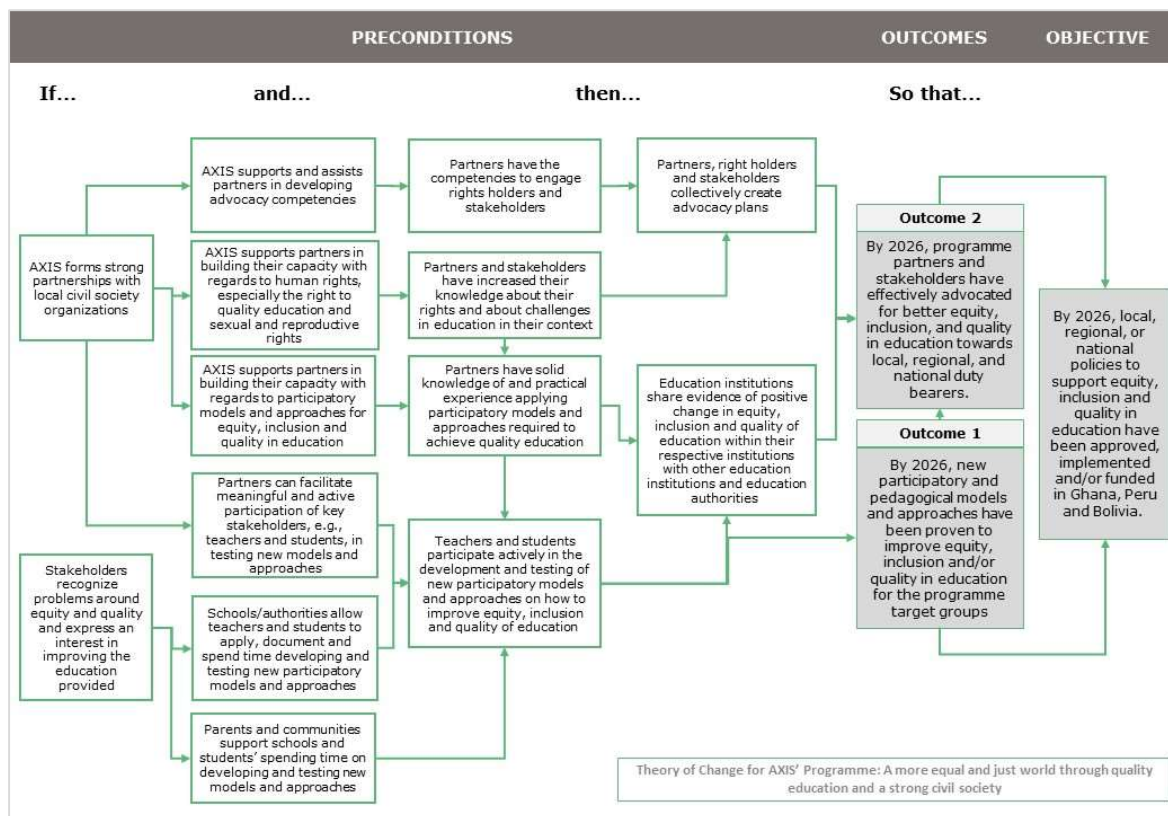


Figure 5. Programme Theory of Change

The Theory of Change²⁰ (ToC) introduces several core concepts as defined below:

- **Equity and inclusion in education.** While important improvements were made in *access* to education over the last decades²¹, there are still massive challenges in *equity* (often referred to as equality combined with fairness) and *inclusion* in education. Equity in education is about ensuring that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential. Rather, starting from the individual student's own culture and language helps ensure that the education provided meets her or his needs. Marginalised students and communities are often still not reached in Peru, Bolivia, and Ghana. To create more equitable and inclusive education systems, duty bearers in education must focus on these groups and implement policies that support them and their education.
- **Quality Education.** An education based on students' own knowledge, language, and culture. With this as a starting point, the education develops students' curiosity, critical sense, creativity, reflection, knowledge, skills, attitudes, and behaviour. This is supported by relevant gender sensitive curriculum, content, goals, and participatory methodologies. The intention is for all learners to become active citizens, who know and exercise their rights.
- **Stakeholders.** The people who have a stake in the education offered and the desired change. They are teachers, parents, students, communities, religious and traditional authorities etc. To ensure support for the interventions as well as the sustainability needed, AXIS will work with relevant stakeholders at all levels and in all contexts.

²⁰ See Annex 3.1 - Theory of Change for proposed programme

²¹ A 31% reduction of out-of-school children and youth and a 42% drop in children who missed out on primary school from 2000 until 2019. UNESCO: <https://www.sdg4education2030.org/new-education-data-sdg4-focus-out-school-children-27-september-2018>

THE TOC EXPLAINED: CHANGE PATHWAYS

AXIS believes in a world with less inequality and greater social justice where everybody knows their rights and make use of them to influence social, cultural, economic, and political decisions to obtain a dignified life. AXIS' mission is to support marginalized populations in achieving better living conditions through quality education. This is done by building strong partnerships with local organizations that work rights-based and with a focus on education as laid out in AXIS' newly approved strategy for 2021-2025²².

If... AXIS forms strong partnerships with partners²³ who have a close relationship with the target groups, in-depth knowledge of the local context and professional competencies to work for equity, inclusion, and quality in education.

And... AXIS adds value to the partnership by supporting and assisting partners in a) Developing advocacy competencies; b) building their capacity with regards to human rights, especially the right to quality education and SRHR, c) building their capacity with regards to participatory models and approaches for equity, inclusion, and quality in education, and d) supporting dialogue and building synergy between partners and in their network.

If... Stakeholders²⁴ recognize problems around equity, inclusion, and quality and express an interest in improving the education provided.

And... The partners facilitate meaningful and active participation of key stakeholders, e.g., teachers and students, in testing new models and approaches. And, the partners use their network and contacts in the education system to make schools and education authorities allow teachers and students to apply, document and spend time developing and testing new participatory models and approaches. And, the partners sensitize parents and communities to support schools and students' spending time on developing and testing new models and approaches.

Then we are one step closer to outcome 1 as partners have solid knowledge of human rights and practical experience applying participatory models and approaches required to achieve quality education. This is a precondition for their ability to facilitate that both teachers and students participate actively in the development and testing of new participatory models and approaches. The models and approaches must be developed and tested in the local context so that by 2026, new participatory models and approaches have been proven to improve equity, inclusion and/or quality in education. For this to happen, education institutions must share evidence of positive change in equity, inclusion, and quality of education within their respective institutions with other education institutions and education authorities.

Then we are also one step closer to outcome 2 as partners and stakeholders have increased their knowledge about their rights and about challenges in education in their context. Partners have engaged rights holders and stakeholders and collectively created advocacy plans so that by 2026, partners and stakeholders have advocated for better equity, inclusion, and quality in education towards local, regional, and/or national duty bearers.

The improved equity, inclusion, and quality in education due to new models and approaches, as well as the collective advocacy carried out by partners and stakeholders towards duty bearers, improves the skills and knowledge of targets groups in demanding their rights. This ultimately empowers them to influence decision-makers with regards to broad political, social, economic, and cultural change relevant to them and their communities, and the implementation of concrete policies that support equity, inclusion, and quality in education.

²² <https://axisngo.dk/wp-content/uploads/2021/03/AXIS-Strategi-2021-2025.pdf>

²³ These partnerships build on the experience and successes of previous projects and the first programme.

²⁴ Stakeholders being teachers, school directors, school authorities, local leaders, politicians, civil society organizations, parents, and students.

TARGET GROUPS

AXIS' intended target groups in the programme are first and foremost marginalized people, especially marginalized, children youth and women. Secondly, the programme targets civil society organizations, national education networks and fosters synergies among partners.

MARGINALIZED PEOPLE. The target groups are individuals who have been marginalized due to poverty, inequality, ethnicity, gender etc.

In the programme countries, the marginalized people comprise of similar groups: the poorest, minorities, girls, people from rural communities and people from certain geographical regions. Main development challenges for marginalized people in Ghana, Peru, and Bolivia include a) To overcome poverty and social, ethnic, sexual, gender, and/or economic inequality, b) To obtain equal opportunities for all and c) To secure and maintain quality education for all.

CIVIL SOCIETY ORGANIZATIONS. CSOs in South America and West Africa are both partners and among the target groups. CSOs are a **target group** as it is a strategic priority for AXIS to assist partners in strengthening their capacity and stakeholders to strengthen their ability to influence social, cultural, economic, and political processes to improve the livelihood of target groups as well as to strengthen civic space. Through organizational capacity development, AXIS strengthens the partners' ability to implement activities, work in networks with other CSOs, create impact and sustain results. CSOs are also indispensable **partners** as they are legitimate and the ones to make their governments accountable for change and who have the daily and operative cooperation with the target groups. They also provide local management and professional support according to the agreed terms of each intervention. Main development challenges for CSOs in Ghana, Peru, and Bolivia include a) To promote social action and empower local communities in decision making processes, and b) To work in a political climate where liberal and conservative values sometimes clash.

SOUTH AMERICA						
Countries	Primary/Secondary	No of people	Composition in %			
			Gender (M F)	Youth (age 15-24)	Children (below 15)	Indigenous
Peru	Primary	2055	32% 68%	61%	-	48% ²⁵
	Secondary	21144	46% 54%	22%	78%	91%
Bolivia	Primary	5800	41% 59%	64%	27%	57%
	Secondary	24800	49% 51%	44%	18%	47%
WEST AFRICA						
Ghana	Primary	5579	57% 43%	1%	78%	N/A
	Secondary	9455	46% 54%	16%	16%	N/A
TOTAL						
Total	Primary	13434	46% 54%	37%	44%	55% ²⁶
	Secondary	55399	47% 53%	31%	41%	67% ²⁷

²⁵ The primary target group in Peru is focused on teachers and authorities, whereas the secondary target group is focused on students. Thus, it has not been possible to focus on indigenous people among the primary target group, but rather focus on geographical areas with a predominance of indigenous local population and thus students.

²⁶ Aggregate number from only Bolivia and Peru

²⁷ Aggregate number from only Bolivia and Peru

RESULTS FRAMEWORK

Programme objective	By 2026, local, regional, or national policies ²⁸ to support equity, inclusion and quality in education have been approved, implemented and/or funded in Ghana, Peru and Bolivia.	
Programme theme/component 1	Models and approaches for equity, inclusion and/or quality in education	
Outcome	Indicator	Target (end of programme per country and/or core partner)
Outcome 1.1 By 2026, new participatory and pedagogical models and approaches have been proven to improve equity, inclusion and/or quality in education for the programme target groups	<p>Ind. 1: Percentage of target groups who express or demonstrate that an improvement has been made with regards to equity, inclusion and/or quality in education</p> <p>Ind. 2: Number of schools, teacher training colleges and other educational bodies where tests and records show an improvement in retention and learning²⁹ of the target groups.</p> <p>Ind. 3: Number of external assessments of models and approaches that validate evidence of improvements in equity, inclusion and/or quality in education for the target groups</p>	<p>Bolivia</p> <p>Ind. 1: At least 60 % of target groups (rural women, young men and women, teachers in teacher training colleges, students enrolled at teacher training colleges, students in indigenous schools and families of the students) express or demonstrate improvements on equity, inclusion and/or quality in education.</p> <p>Ind. 2: 12 educational bodies demonstrate an improvement in retention and learning among the target groups, documented by questionnaires and tests.</p> <p>Ind. 3: 4 external assessments validate evidence of improvements in equity, inclusion and/or quality in education for the target groups.</p> <p>Peru</p> <p>Ind. 1: 80% of target groups (incl. higher education students, teachers and authorities) express or demonstrate improvements on equity, inclusion and/or quality in education.</p> <p>Ind. 2: 10 educational bodies demonstrate an improvement in retention and learning among the target groups, documented by questionnaires, a/v material, etc.</p> <p>Ind. 3: 4 assessments of exercises of models and approaches validate improvements in equity, inclusion and/or quality in education. 10 education authorities validate programme contributions to equity, inclusion and/or quality in education.</p> <p>Ghana</p> <p>Ind. 1: 80% of direct beneficiaries express an improvement in equity, inclusion and/or quality in education. 90% of youth groups, PTAs, SMCs, School improvement officers, teacher trainees and colleges express an improvement in equity, inclusion and/or quality in education.</p> <p>Ind. 2: 80% of schools and colleges record an improvement in performance of children and students in retention and learning. 30% improvement in girls and persons with disability retention in schools.</p>

²⁸ Policies defined by the Cambridge Dictionary as a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party. Policies generally differ from laws. While law can compel or prohibit behaviors, policy merely guides actions.

²⁹ While retention and learning do not represent the breadth and width of equity, inclusion and quality, they are the aspects that are generally measured by official sources and will thus be used to measure the three concepts. Other aspects of the issues related to equity, inclusion, and quality will be covered in the other two indicators.

		Ind. 3: Five assessments by external consultants and one validation by National Council for Curriculum and Assessment, Teacher Unions and Ghana Education Service
Programme theme/component 2	Advocacy for equity, inclusion and/or quality in education	
Outcome	Indicator	Target (end of programme per country and/or core partner)
Outcome 2.1 By 2026, programme partners and stakeholders have effectively advocated for better equity, inclusion, and quality in education towards local, regional, and national duty bearers.	<p>Ind. 4: Number of advocacy activities carried out in collaboration between two or more programme partners and/or other stakeholders.</p> <p>Ind. 5: Number of local, regional and/or national decision-making bodies that have been reached by partners and stakeholders through advocacy efforts to increase equity, inclusion, and quality in education</p> <p>Ind. 6: Number of public statements made and/or concrete actions taken by duty bearers in favour of increased equity, inclusion and/or quality in education as a result of programme advocacy</p>	<p>Bolivia Ind. 4: 30 advocacy activities (meetings, events, workshops etc.) carried out jointly programme partners and/or in collaboration with other stakeholders.</p> <p>Ind. 5: 14 local, regional and/or national decision-making bodies have been reached by partners and stakeholders (including; the Ministry of Education, school directors at schools and teacher training colleges, the Municipal Government of Sacaba and more).</p> <p>Ind. 6: 18 statements made and/or actions taken by duty bearers (public statements, declarations, decrees, municipal laws etc.)</p> <p>Peru Ind. 4: 90 advocacy activities (meetings, events, workshops, seminars, media coverage, a/v material, etc.) carried out jointly by programme partners.</p> <p>Ind. 5: 23 local, regional and/or national decision-making bodies/authorities have been reached by advocacy activities. 60 higher education institutions and coordinating bodies have been reached by advocacy activities.</p> <p>Ind. 6: 164 statements and/or actions by duty bearers (public statements, policy changes, organizational changes, etc.) that support increased equity, inclusion and/or quality in education.</p> <p>Ghana Ind. 4: 56 advocacy activities carried out in collaboration with other CSOs, local decision-making bodies, teaching unions and Ghana Education Service.</p> <p>Ind. 5: 18 regional and national decision-making bodies have been reached by advocacy for better equity, inclusion and quality in education.</p> <p>Ind. 6: 30 statements made and actions taken by local and national level decision-makers.</p>
<i>For a more reader-friendly version of the framework, consult Annex 4.1. Results framework for proposed programme</i>		

Key assumptions related to programme strategy (outcome level):

Related to	KEY ASSUMPTIONS
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Programme Outcome 1	<ul style="list-style-type: none"> • We assume that <i>if</i> children and young people get an inclusive and equitable quality education based on local language, traditions and culture, <i>then</i> learners will learn more and be more engaged in education further on in life and <i>then</i> they are more likely to become active citizens who exercise their rights which is essential to leading dignified and fulfilled lives • We assume that <i>if</i> knowledge on SRHR improves, <i>then</i> we will see a change in risky behaviour for the better and a reduction in sexual violence, teenage pregnancies, and school dropouts.
Programme Outcome 2	<ul style="list-style-type: none"> • We assume that <i>if</i> education institutions, local authorities and communities are engaged continuously and strategically, <i>then</i> they are more likely to take over at the end of the programme • We assume that <i>if</i> education institutions, local authorities and communities are made aware of the lack of quality, equity, and inclusiveness in the education system <i>then</i> they will take actions to change this

KEY OUTCOMES

The M&E system of the programme will be based on revised formats and guidelines of the first programme, and on established structures in AXIS. AXIS has mechanisms in place to:

- Monitor and compare actual programme and intervention achievements against those planned
- Handle any unacceptable deviations for the planned activities
- Monitor and mitigate risks
- Monitor and handle changes in assumptions
- Document results and impact

Programme monitoring encapsulates two levels of interventions in one system: The project level and the programme level. Whereas partner level monitoring deals with the single partner project, the programme level monitoring tracks the overall programme progress in a broader perspective, taking the partner level progress into consideration. There is a close relation and hierarchy between the specific objectives of the six partner projects and the objective, outcomes, and indicators of the programme.

The partner interventions will have their own specific objectives and indicators to monitor progress, which are in alignment with the objective, outcomes and indicators of the overall programme but constitute only fragments or parts of these. The outcomes of the six projects contribute to the outcomes of the programme and the data collected, stored, and analysed at partner level constitute a major part of programme monitoring. AXIS will conduct a mid-term review assessing progress across the six projects and the programme.

The M&E system, and the qualitative and quantitative indicators in particular, is co-developed with partners to ensure a common understanding and alignment with partners' own M&E systems.

The table below presents the key outcome indicators of the programme and shows how project specific indicators contribute to the fulfilment of programme indicators. In Annex 4.2 (M&E plan for programme), a full overview of programme and project indicators is presented:

KEY OUTCOME INDICATORS
Programme outcome 1. By 2026, new participatory and pedagogical models and approaches have been proven to improve equity, inclusion and/or quality in education for the programme target groups

Programme indicators	Example of project specific indicators that contribute to programme indicators
Indicator 1. Percentage of target groups who express or demonstrate that an improvement has been made with regards to equity, inclusion and/or quality in education.	A minimum of 70% of pupils in project schools improve their grades in literacy and numeracy as a result of the utilization of participatory teaching and learning methodologies (Partner: RAINS)
Indicator 2. Number of schools, teacher training colleges and other educational bodies where tests and records show an improvement in retention and learning of the target groups.	70% of the students at the Teacher Training Schools have managed to improve their knowledge in intercultural education (Partner: Pueblo Diferente)
Indicator 3. Number of external assessments of models and approaches that validate evidence of improvements in equity, inclusion and/or quality in education for the target groups	4 regional and national educational institutions and authorities know and recommend the Comprehensive Sexuality Education (CSE) model for higher university education. (Partner: Kallpa)
Programme outcome 2. By 2026, programme partners and stakeholders have effectively advocated for better equity, inclusion, and quality in education towards local, regional, and national duty bearers.	
Programme indicators	Example of project specific indicators that contribute to programme indicators
Indicator 4. Number of advocacy activities carried out in collaboration between two or more programme partners and/or other stakeholders	17 campaigns carried out by the Network to ensure awareness of rights in civil society (Partner: Pueblo Diferente)
Indicator 5. Number of local, regional and/or national decision-making bodies that have been reached by partners and stakeholders through advocacy efforts to increase equity, inclusivity, and quality in education	10 institutions and local, regional and national educational authorities, who are aware of the initial teacher training proposal and have a favorable opinion because it promotes equity, inclusion and quality in education. (Partner: Tarea)
Indicator 6. Number of public statements made and/or concrete actions taken by duty bearers in favour of increased equity, inclusion and/or quality in education as a result of programme advocacy	All project promoted pedagogical methods are incorporated by GES into its plans intended for quality education delivery (Partner: Rains)

MONITORING AND EVALUATION TECHNIQUES AND METHODS

What	When	Responsible	Comment
Baseline	Beginning of programme	Local partners in collaboration	A baseline will be conducted at the outset to be able to inform the progression of the programme. A number of standard baseline questions pertaining to equity, inclusion and quality in education will be created and included in all project specific baseline formats. Project specific baselines will thus include these 3-5 standard questions and additional questions relevant to the specific project.
Project intervention progress reports	Every three months	Local partners in collaboration with AXIS' coordinators	Contain information on a) Financial spendings and b) progress on accomplishing outcomes, delivering results/outputs, and executing activities as well as reflections on the continuous relevance of the project.
Programme reflection and progress reports	Every six months	AXIS' secretariat and programme group (the coordinators contribute)	Progress and reflections report focusing on the programme results framework and the ToC (changes in ToC assumptions and possible corrective actions to be taken). It will also include a

			financial progress report and an updated risk assessment
Programme progress reports to CISU	Every year	AXIS' secretariat and programme group (the coordinators contribute)	Yearly progress and reflections reports reflecting on methods used and compliance with programme objectives. Reports include descriptions of a) concrete experiences testing new and innovative methods and b) discussions on follow-up on any advice and conditions for approval expressed by the CISU Assessment System. An updated results framework is forwarded to CISU yearly.
Midterm review	Third year of the programme	Secretariat, partners and coordinators	The midterm review of the programme replaces the progress report that would otherwise have been due to CISU.
Monitoring visits in programme countries (including reports)	Yearly or when relevant	Secretariat and AXIS' coordinators	Capacity building and strengthening of partners by e.g., applying CISU's toolbox in a systematic and continuous manner. Foster strong relationships between volunteers, secretariat, and across partners – especially those in the same country and their coordinators.
Coordination and progress meetings	Continuously	AXIS' coordinators	Purpose of meetings a) To coordinate activities related to the six projects, including discussions on project progress and b) to coordinate activities related to programme synergies and to foster mutual learning amongst partners and project groups in Denmark.
Coordination and progress meetings	Continuously (typically, monthly)	AXIS' programme group	

The above-presented methods and techniques enable AXIS to create and collect knowledge, data and analyses across the six projects of the programme. This knowledge and data will be used to promote mutual learning and innovation among AXIS' partners and, when relevant, other stakeholders. The programme group will - in coordination with the secretariat and project coordinators - ensure that important reflections, risk mitigation measures, important results etc. are captured and shared amongst the partners.

RISKS AND SUSTAINABILITY

Risk management

Risk management is the process of identifying and mitigating risks that, if they occur, will jeopardize the achievement of programme goals. Risks can be both internal and external, and may be of an environmental, programmatic, or operational character. The last 18 months have demonstrated just how difficult it can be to predict risks and the biggest disruption to education ever is the COVID-19-related school closures, where several of the intervention countries were particularly hard-hit.

During the last programme intervention phase, most things that could have happened, did. Thus, proving the necessity of a thorough risk analysis. there was political unrest in Bolivia, and a significant social and political shift to the sexual rights in Ghana, which meant that Comprehensive Sexuality Education became politically controversial, jeopardizing sexual rights. Based on these experiences, the following is of particular concern:

- Changes in political agendas can produce barriers or new conditions which interferes with achieving the outcomes and long-term objective

- Political unrest can severely change the conditions under which the work is done and present threats to the safety of partners, staff, and target groups
- Changing teaching methods, curricula, learning materials and content might not always be accepted by parents, authorities, traditional leaders, etc.
- A protracted COVID-19 pandemic may impact programme implementation for the foreseeable future:
 - Continuous COVID-19-related school closures present a risk to the access of the interventions to teachers and students
 - COVID-19-related austerity measures might risk financial support for education at national, regional, or local levels
- Capacities present among the many stakeholders that partners work with may negatively impact programme implementation
- Operational and financial transparency and efficiency is a prerequisite for programme implementation

Together with partners, AXIS’ 25-plus year history has shown its capacity to deal with whatever challenges arise by mitigating these risks as early in the intervention as possible. To support this, AXIS has introduced a new procedure and tool for risk management in the realization that it is as much a process and an organizational capacity as it is an end product. Through dialogue around what may impact projects and the programme as a whole, the partners increase their capacity to identify and mitigate risks as an ongoing process. Thereby risk management becomes part of the capacity strengthening of partners.

AXIS’ risk management procedure³⁰ is based on continuous dialogue within and between partners as well as with AXIS secretariat and project groups. The procedure includes the following:

- Identification of risk and development of a risk log that should be maintained and kept current
- The risk log identifies the risk and probability, mitigation action(s), and assigns responsibility for monitoring and managing the risk
- The risk log must be included in programme reporting to AXIS twice a year
- Risks are identified in dialogue between partners, stakeholders and AXIS’ project groups
- AXIS’ secretariat is responsible for identifying cross-cutting and programmatic risks that may not be visible to the individual partner or project

Cross-cutting, programme-wide risks			
Risks	Risk impact (low, med., high)	Risk likelihood (low, med., high)	Mitigation measures
<i>[describe the potential risk]</i>	<i>[damage if the risk occurs]</i>	<i>[likelihood of the risk occurring]</i>	<i>[what mitigation actions are taken to manage the risk?]</i>
CONTEXTUAL			
Protracted COVID-19 with continued school closures, interruption of classes	Medium	Medium	<ul style="list-style-type: none"> • Monitoring of COVID-19 status and adjustment of • Increased focus on digital delivery of activities
Economic crisis/cuts in education expenditure as a secondary impact of COVID-19	Medium	Medium	<ul style="list-style-type: none"> • Advocacy towards duty bearers on the importance of education • Participation in local, national, regional and global networks working for education

³⁰ See AXIS Risk Management Procedure (Annex K – Risk Assessment Management Tool)

Disruptions to the regular context due to political/social unrest, conflict, climate change or natural disaster	High	Low	<ul style="list-style-type: none"> • Mitigation strategy: Accept the risk, beyond the control of the programme • Strengthening partner capacity will lead to more robust organizations that can withstand disruption
PROGRAMMATIC			
PSHEA: Staff and/or target groups are subjected to abuse as a consequence of their involvement with the programme	High	Low	<ul style="list-style-type: none"> • AXIS' is developing its own approach and policy to duty of care, incl. PSHEA • AXIS' will strengthen partner capacities for duty of care
Delivery: The programme delivery is negatively impacted by lack of capacity among key stakeholders (implementing partners, education authorities)	Medium	Low	<ul style="list-style-type: none"> • AXIS integrates a capacity development approach in all activities • The development of projects takes partner capacity into account
Relevance/interest: Political, social and cultural dynamics shift the interest of education authorities away from programme objectives	Medium	Medium	<ul style="list-style-type: none"> • Engagement of authorities throughout the programme • Documentation and communication on results and positive benefits • Advocacy activities towards authorities/duty bearers
OPERATIONAL / FINANCIAL			
Fraud: Misappropriation of funds leading to financial loss and delivery delays.	High	Low	<ul style="list-style-type: none"> • Regular independent audits and financial reporting • Financial oversight from AXIS' secretariat • Results-based allocation of funds
Operational inefficiency: Operations lead to slow implementation and lack of progress.	Low	Medium	<ul style="list-style-type: none"> • Secretariat oversight and project groups support • Continuous focus on partner capacity needs and development for project management • Training, workshops, as needed
Lack of volunteers for project groups impact AXIS' implementation approach	Low	Low	<ul style="list-style-type: none"> • Ongoing recruitment campaigns and communication activities about AXIS • The secretariat is in continuous dialogue with project groups and can take over on short notice

Sustainability and exit strategies

Sustainable change is a time-consuming process. When introducing extra resources into a system through development cooperation, it is essential that the programme does not create dependencies and that activities are focused on strengthening capacities among local stakeholders. AXIS considers organizational, technical, economic, political, social, and cultural sustainability to be prerequisites for successful interventions that achieve impact.

AXIS and partners work continuously with the different aspects of sustainability – dependent on the context and experience of partners. For five programme partners, funding through AXIS constitutes a small percentage of the total partner turnover, reducing the risk for dependency. For one programme partner, Pueblo Diferente, AXIS is the sole donor. As a consequence, the programme is focused on strengthening Pueblo Diferente's capacity for fundraising, developing project proposals, etc.

AXIS always works with- and on influencing duty bearers whose responsibility it is to provide quality education to all citizens. This programme is designed with sustainability in mind by:

- Developing locally relevant and feasible models and approaches for quality education, rather than importing standard solutions. It is a best-fit rather than a best-practice mindset.
- Advocating duty bearers such as local education authorities, rather than working on isolated flagship projects that are not fit for system-wide policy changes
- Involving duty bearers in developing solutions and methods early on to ensure their ownership
- Including deliberate exit strategies in all projects and across the programme from the design phase. Basically, AXIS and partners don't design projects that will create dependencies.
- Strengthening local CSOs' capacity as a continued and persistent force in society to claim marginalized groups' rights
- The focus on and direction of programme intervention towards institutional and cultural change

Local civil society has the legitimacy to represent poor and marginalized children, youth and adults and thus do advocacy to achieve the change wanted. Also, the partners' participation and performance in different networks and alliances to share experiences and knowledge and to enhance policy impact is prioritised.

Environmental sustainability and climate

Part of AXIS' modus operandi is a strong core of volunteerism that enables AXIS to do more than what would normally be expected of an organization of this size. Volunteers maintain strong ties and frequent communications with partners, which regularly will include air travel and associated CO₂-emissions. While recognizing that AXIS' way of working will always include travel to meet and build relationships that ultimately strengthen programme implementation and results, AXIS endeavors to:

- Travel smart, i.e. combined visits, longer duration of each visit and less long-distance flights
- Work virtually, making use of all relevant platforms for meeting and working together virtually, including encouraging this within and between partners
- Offset impact, by purchasing CO₂ compensation for air travel whenever possible

In addition to travel, environmental and climate awareness has long been a part of AXIS' work with partners. For example, school gardens involve locally produced, organic and ecosystem-appropriate gardening that is good for the environment in addition to the educational, social and development benefits they bring. AXIS will continue to include this environmental mindset in its efforts.

PROGRAMME MANAGEMENT

In this programme, AXIS has many roles, depending on the specific partnership. AXIS may act as funder, technical supporter, facilitator, networker, coordinator, quality agent and challenger. AXIS ensures

learnings and key results are shared among AXIS’ partners and provides technical support with regards to developing participatory models and approaches.

The partners appreciate the consistent and close relationship with AXIS’ coordinators and secretariat. Thus, AXIS’ project coordinators will maintain direct and close contact with partners in the next programme. A programme group will be established as part of the management structure in Denmark to strengthen synergies across projects and closely monitor progress with regards to the programme ToC.

MANAGEMENT STRUCTURE	
Members	AXIS is a member-based organization, and its primary resource is volunteers (at all levels of the organization). The number of members has been relatively constant at around 200. Approximately 40-45 of the current members are active as volunteer coordinators, member of AXIS technical groups or in the board. The General Assembly is AXIS’ supreme authority and is convened once a year. All members of AXIS are entitled to vote at the General Assembly.
Board	The board of AXIS is elected each year at the General Assembly and is the ultimate decision power. The meetings of the Board are open to all members of AXIS. All decisions are made by simple voting and the meeting minutes are public. The Board is responsible for, and has authority to determine, all matters relating to the policies, practices, management, and operations of AXIS. The Chairman is responsible for leading the Board and facilitating Board discussions.
Executive committee	The Board of AXIS selects an Executive Committee consisting of 3 board members. Four times a year the Secretariat presents a financial status to The Executive Committee.
Secretariat	The Board employs the Executive Director (ED). The ED and the Board employ other staff of the secretariat. The secretariat supports the coordinators’ work and make sure that all CISU, DANIDA and AXIS policies are followed.
Technical support	AXIS’ Quality Assurance Group is a permanent technical support function that provides support to coordinators during project and programme development with regards to Theory of Change and the Logical Framework Approach. AXIS also depends on experts in the areas of Sexual and Reproductive Health and Rights and Learning & pedagogical and participatory tools and methods. Ad hoc technical support groups are sometimes established to support capacity building in a specific area, e.g., gender and advocacy.
Coordinators organized in project-specific groups	AXIS’ project coordinators are organized in groups with 3-5 members in each group. Each project intervention group is responsible for each partner intervention. The coordinators keep the day-to-day communication with partners and are responsible for the development of new intervention proposals, monitoring and evaluation of existing activities in close dialogue with partners.
Programme group	The programme group will be established during 2021 with the overall responsibility to ensure synergy across projects, systematic focus on the programme's ToC, goals, and results framework, contribute to learning and knowledge sharing in Denmark and in the south and contribute to the professional qualification of volunteers.
Programme partners	The six programme partners are at the forefront of implementation and community engagement, as well as the legitimate voices in the dialogue with the duty bearers and key stakeholders. The partners have a close relationship with the target groups, in-depth knowledge of the local context and professional competencies to work for equity, inclusion, and quality in education. Each partner organization will, alone or together with other partner organizations (e.g., two partners collaborating on joint objectives) have responsibility for one programme intervention in cooperation with AXIS. With support from AXIS, the partners will support local and national advocacy to scale up local experiences, create impact and ensure sustainability.

Financial Management

The day-to-day financial management is carried out by a Finance Manager (FM) with the help of an assistant. The FM and the Executive Director (ED) make all payments related to projects and programme interventions on request from partners. The ED and FM both have access to the bank account and all payments from the bank must be approved by both. The ED and/or Chairman of the Board approve payments related to organizational matters.

When preparing new projects, the partner and coordinator group prepare a 1-page document with a project description. This must be approved by the representative of the QA group. After approval, the partner and coordinator group proceed with the preparation of the project, in continuous dialogue with the QA group. When the work is completed, the document and budget must be approved by the ED and FM by agreement and by the representative from the QA group.

AXIS' partners request money for the project quarterly. The amount they request are set in a budget, approved by both parties or based on the project's total budget, where the various budget items relating to the partner are divided into the number of trimesters they apply for. The coordinator group checks and approves the transfer request and then forwards it to the FM, who is responsible for placing the transfer.

At least once a month the financial assistant makes organizational accounting of all financial activities. The FM revises and approves all entries before final entry into the accounting system. Programme accounting is done yearly by an external accountant.

AXIS' voluntary coordinator groups collaborate with the partner in Bolivia, Peru, or Ghana with various task related to the budget:

- All foreign transfers are entered in excel sheets where amounts transferred are monitored together with currency changes. Once the partner has received the transfer, they must send AXIS a signed confirmation as well as a printout from the bank.
- On a quarterly basis, the coordinator group receives narrative and financial status reports from the partner, which the coordinator group discusses with the partner and approves by agreement.
- If budget changes are needed, the partner and the coordinator group will discuss this. If the requested budget changes exceed 10% of the budget line or concern salaries or investments, the ED and FM must approve by agreement. AXIS's ED or FM request permission from CISU in the event of major changes.

Four times a year the Secretariat/FM present a financial status to The Executive Committee under the Board. Once a year, The General Assembly approves the organizational budget for the coming year. AXIS has established financial thresholds and review procedures for overspending at the budget line level.

By the end of the year, an external accountant will audit AXIS' organizational accounts. Each partner will send audited accounts from AXIS programme activities audited by local auditors. The local auditors' reports will form part of the overall annual audit report on AXIS' financial activities. Any remarks from local auditors must be reviewed as part of the audit for the following year.

AXIS uses hourly registrations when salaries for Danish staff are settled in the program. These hourly registrations are included as appendices in the bookkeeping. AXIS does not use hourly registrations for Danish salaries paid by AXIS' association.

AXIS' financial manual is included in Annex 2.3 Financial Manual.

POPULAR ENGAGEMENT

AXIS has a strategy for popular engagement and this document reflects that. Further detail can be found in Annex 7.3 Popular Engagement.

The popular engagement strategy sets out three objectives for the organizational communication by AXIS:

1. AXIS has increased visibility in the public debate on select areas of strategic importance, such as education, inequality etc. through media work, social media and events alone and in collaboration with allies and networks
2. AXIS has increased its digital presence
3. AXIS has increased the number of volunteers active in the work of the organization

In order to achieve these organizational objectives, through this programme, AXIS intends to focus on:

- Communication in Denmark to volunteers, members and allies in the networks where AXIS participates, including the Education Coalition under Global Focus
- Participation by AXIS and/or partners in at least 1 regional and 1 global forum to advocate and communicate about the importance of quality education for all
- Communication in Danish media about education and about learnings from the programme to the broader Danish public

As previously described, a key element of AXIS' organizational capacity is the ability to continually identify, engage and retain a pool of expertise among its volunteers. AXIS has been successful in attracting a range of individuals from the education sector, development professionals, managers and administrators to volunteer and/or sit on the Board or in other governance structures. Through these, AXIS counts on relevant thematic, language and partner country expertise and experience, that enables contextually appropriate, thematically sound project and programme design – and which underpins the popular engagement of the organization.

The stakeholders involved in AXIS' popular engagement are:

- Members, volunteers etc.
- The broader public, allies and alliances
- The political system and decision-makers

AXIS participates actively in the Danish Education Coalition under Global Focus. The Coalition is the Danish part of the Global Campaign for Education – a global civil society network focused on the full implementation of SDG4 with national and regional coalitions in all parts of the world. Through this network, AXIS acquires national and global education policy knowledge and takes part in national education advocacy processes. And through these networks, AXIS will find allies and alliances to collaborate on in terms of communication, advocacy and event.

BUDGET

The budget for this programme application reflects the programme's development from an approach, based on more strategic service delivery in programme 1, into a stronger focus on advocacy in development work in this current phase.

CSF Budget: Summary table of Cost Categories (Automatically calculated.)		Total all years	2022	2023	2024	2025	% of Total
<i>Cost category</i>							
A1	Direct activity cost	2.825.162	705.661	635.667	750.667	733.167	18%
A2	Implementation through local independent partner	10.200.000	2.580.000	2.580.000	2.520.000	2.520.000	64%
A3	Allocated programme support cost	835.327	184.455	234.457	199.457	216.957	5%
A5	Information activities in Denmark (max 2% of PPA)	120.000	30.000	30.000	30.000	30.000	1%
A6	Unallocated Funds and Budget Margin (max 15% of PPA)	660.634	160.164	180.156	160.157	160.156	4%
A7	Auditing in Denmark	200.000	50.000	50.000	50.000	50.000	1%
B1	Administration in Denmark (max 7% of II. Total Direct Costs Budget)	1.038.878	259.720	259.720	259.720	259.720	7%
Total / control		15.880.000	3.970.000	3.970.000	3.970.000	3.970.000	100%

CSF Budget - Geographical breakdown							
Main budget lines		Total all years	2022	2023	2024	2025	% of Total
I. Programme and Project Activities (PPA) (Details below)		13.860.488	3.470.117	3.450.124	3.470.124	3.470.124	n/a
<i>PPA Geographical breakdown of A1+A2+A3 in intervention countries:</i>							n/a
	Peru	3.625.000	895.000	923.333	903.333	903.333	23%
	Bolivia	3.260.000	830.000	823.333	803.333	803.333	21%
	Ghana	3.315.000	855.000	833.333	813.333	813.333	21%
Total PPA in intervention countries		10.200.000	2.580.000	2.580.000	2.520.000	2.520.000	64%
<i>Geographical breakdown of A1+A3 in non-intervention countries:</i>							n/a
	Denmark (A1 + A3)	3.660.488	890.117	870.124	950.124	950.124	23%
Total PPA in non-intervention countries		3.660.488	890.117	870.124	950.124	950.124	23%
I. Total PPA Costs Budget		13.860.488	3.470.117	3.450.124	3.470.124	3.470.124	87%
<i>Other costs in Denmark (A5, A7 and B1)</i>		1.358.878	339.720	339.720	339.720	339.720	9%
	<i>Information activities in Denmark (max 2% of PPA), A5</i>	120.000	30.000	30.000	30.000	30.000	n/a
	<i>Auditing in Denmark, A7</i>	200.000	50.000	50.000	50.000	50.000	1%
	<i>Administration in Denmark (max 7% of II. Total Direct Costs Budget), B1</i>	1.038.878	259.720	259.720	259.720	259.720	7%
Unallocated Funds and Budget Margin (max 15% of PPA), A6		660.634	160.164	180.156	160.157	160.156	n/a
IV. Grand Total Costs Budget		15.880.000	3.970.000	3.970.000	3.970.000	3.970.000	100%

Detailed budget breakdown

The detailed budget shown in Annex 2.1 is structured around the following six elements derived from the ToC, organized by outcome. Under each outcome three ToC elements are highlighted, each with a corresponding budget line under which all programme-related costs are categorized. This categorization of the budget illustrates how resources are linked to the ToC pathways.

Outcome	ToC Element	Budget line
Outcome 1: By 2026, new participatory and pedagogical models and approaches have been proven to improve equity, inclusion and/or quality in education for the programme target groups	1.1 AXIS supports partners in building their capacity with regards to participatory models and approaches for equity, inclusion and quality in education.	Costs under this budget line include the support from AXIS to build the partners capacity regarding participatory models and approaches and the elaboration of themselves in partnership.
	1.2 Partners can facilitate meaningful and active participation of key stakeholders, e.g., teachers and students, in testing new models and approaches.	Costs under this budget line include the testing and validation of the models and approaches that partners do with participation of key stakeholders.
	1.3 Parents and communities support schools and students' spending time on developing and testing new models and approaches.	Costs under this budget line include engagement of parents and communities so that they understand and support the testing, and validation of the models and approaches.
Outcome 2: By 2026, programme partners and	2.1 AXIS supports and assists partners in developing advocacy competencies.	Costs under this budget line include the support that AXIS provide partners

stakeholders have effectively advocated for better equity, inclusion, and quality in education towards local, regional, and national duty bearers.		developing advocacy plans, strategies and policies.
	2.2 AXIS supports partners in building their capacity with regards to human rights, especially the right to quality education and sexual and reproductive rights.	Costs under this budget line include the support that AXIS provide partners developing policies and plans regarding for example human rights based approach, gender policies, PSEAH etc.
	2.3 School/authorities allow teachers and students to apply, document and spend time developing and testing new participatory models and approaches.	Costs under this budget line include the implementation of advocacy strategies, achieving the engagement and support of schools and authorities for quality education.

Approach to cost effective spending in programme

Value for money is an essential issue for AXIS and a recurring issue in development aid. AXIS must ensure that funds are used in accordance with principles of sound financial management. All partners in this programme have engaged in partnership with AXIS for a number of years and all of them have formal documented procedures for financial management in place.

As an NGO where the primary project-related contact with partners takes place through voluntary coordinators and representative from AXIS's small Secretariat, it is important that they 'walk the talk' and represent the organizational view on value for money and show personal responsibility when defining expenses, when visiting partners, etc. Therefore, AXIS has procedures for travel expenses which are held at a modest and acceptable level and made visible to partners and stakeholders.

AXIS aims at performing financial monitoring of project partners one time every year. Preferably this is done when AXIS staff visits project partners, but at times when this has not been possible, financial monitoring has been carried out online. At these meetings AXIS will for example do spot checks of vouchers, check core cost budgets, check financial procedures, check the documentation for larger purchases, check approval procedures etc. When relevant AXIS will engage in discussions with project partners if procedures can be adjusted to ease project administration and to secure efficiency and effectiveness.

When AXIS coordinators or AXIS staff meet with partners a recurring theme is the budget and, if relevant, budget revisions in the event that objectives can be met in a more efficient manner. It is important that AXIS and partners have a shared understanding that the project document and the annual plans are flexible documents that serve to describe how to achieve the project objectives and programme outcomes. When needed these documents are adjusted and the budget will be updated accordingly.

At the beginning of every year the implementation budget for the coming year is reviewed and adjusted if necessary. In the event of larger budget revisions these will be approved by the project partner's Management or Board.

Having good relationships with partners in different networks and among authorities can be a way to share costs. AXIS invests in the development of partnerships by inviting relevant local stakeholders to workshops and meetings as a strategy for involvement of local authorities and other stakeholder that may in the future host or involve AXIS' programme partners in their activities. For those partners that have projects that are financed by other donors, it is important to create transparency and coordination between donors. AIXS is open to alignment of reporting formats and other factors that will ease the work of the project partner and when possible, AXIS tries to organize joint meetings with all donors.