

Review of International Aid Services Denmark (IAS-DK) – of the programme “Equal Educational Opportunities”

- April 2021 -

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Executive summary

The review concludes that the 'Equal Education Opportunities' programme, implemented by IAS-DK in Kenya, South Sudan, Sudan and Tanzania is well managed and on track. It demonstrates significant results and the ability to stay relevant and efficient in the continuum of stability and fragility of which it operates within. The programme aims to improve social recognition of children facing barriers to learning and allow these children equal access to primary education. The programme title is 'Equal Education Opportunities' but is in this review also referred to as the IE programme, the inclusive education programme.

Assessment criteria 1 – 4: Capacity Assessment of IAS-DK and partner organisations

IAS-DK proves the required capacity to ensure solid management of the IE programme. IAS-DK demonstrates contextual knowledge and a high level of responsiveness and documented due diligence and agility. IAS-DK is a strong triple nexus organisation with a track-record in conflict prone countries, building expertise in Education in Emergencies, EiE. In measuring human resources, IAS-DK proves to be lean. The review finds that IAS-DK has a highly proficient staff and strong systems in place, both at the office in Denmark and in the wider system, including a regional unit, the Global Team in Nairobi as an multifunctional support and quality assurance body that serves to consolidate results and progress. Alike, the financial human resources are sufficient and the financial administrative capacity is highly proficient with financial management systems in the programme countries found to adhere to standards. With respect to popular engagement and development education, IAS-DK is by the consultant found to be ambitious, and delivering engagement and information of high quality relative to the size of the organization. The affiliation with professional communities in Denmark and international forums proves the ambitions and commitment. Recommendations from the 2018 review have been systematically addressed and adaptations taken place to accommodate these. A number of the recommendations revolve around partners and advocacy. Despite significant progress, these remain issues also in the second phase of programme and are themes addressed under special issues in this review. IAS-DK holds a strong analytic and learning capacity that is evidenced in comprehensive context analysis and high quality reporting. The set-up of the programme supports evidence-based learning deriving from continuous follow-up, from annual programme conferences and from applied research. Partner organisations are actively engaged at all levels, from data collection to direct steer of the research.

Assessment criteria 5- 12: Results, overall progress, and learning in present phase

Despite the challenges, in particular with respect to the effects of the COVID-19, the IE programme has performed well with good overall progress and result. The strategic orientation on strengthening civil society is significant, highlighted also as the key point of departure in the IAS-DK strategy. The review finds that civil society holds a key strategic role with a vibrant composition of smaller CS groups at local level united in inclusive education networks executing local advocacy to improve education opportunities for children. The linkages from local to national advocacy remains a challenge. The balance of the change triangle appears sound with the main focus on advocacy and relatively few strategic service, along with capacity building of CSOs, teachers and relevant authorities. Internationally, the programme is well connected as partners in each country are engaged in the national branch of the global Education for All Campaign. Moreover, the relevance with respect to the SDGs is noteworthy, with

indicators referencing directly to SDG4 and specific targets pertaining to Inclusive Education. Coherence and synergies are well reflected, measured against the specific country programmes and equally across the countries, building a true one-programme approach. The Theory of Change is well designed, with two parallel streams it works to represent the nexus framework of the programme. IAS was in 2020 granted a budget revision allowing for 16 % of the budget to be re-designed to accommodate for COVID-19 mitigation. IAS-DK has also managed to make use of unallocated funds. The M&E system is solid with local result frameworks specifying benchmarks and targets. The reporting cycle is streamlined with proper knowledge management emanating from reflective practices. The annual conferences are markers for strong knowledge management. The programme documents a strong alignment with a human rights based approach, based on the PANT principles and would benefit from applying a stronger focus on child rights. Sustainability is addressed at various levels. Sustainability issues should in particular be observed with respect to long term effects of the COVID-19 pandemic and potential challenges to re-entering children back into school.

Conclusions related to specific issues

Three special issues have been raised and are addressed in the review. One such issue is on the role of local partners as catalysts and the linkages to the national level. The review finds the present strategy is unrealistic, aiming to bring the local partners, mostly small CS groups to a level where they can conduct national level advocacy. The programme should instead involve intermediary organisations with the strength and position to maneuver at national level. Evidence-based advocacy must however build on local level results and genuinely engage local CS groups. The second issue pertains to the same theme, focusing on advocacy at the national level. The review acknowledges that engagement with national education coalitions have been established however, there is a need to re-evaluate the outcomes and to upgrade with focus and clear targets. Moreover, it is accentuated that a designated role for the local inclusive education networks is essential in order to establish a genuine organic link from local to national advocacy. The third issue is about nexus and exploring to what extend approaches originating from the humanitarian field can add value to inclusive education. The review finds that protection and education in emergencies, EiE are areas that could potentially add value and synergy to inclusive education, bringing a systematized protection scheme into the programme to mitigate social and psychological distress related to the vulnerability of CDBLs. Similarly, the need for adopting a more explicit child centered approach is highlighted.

Recommendations

The review comes with six recommendations, listed below:

- Recommendation 1: Based on the change triangle, and while moving towards a third phase, the IE programme should undertake a thorough review of the particular causal effects and development synergies in the present programme composition to be able to capture the most effective of the underlying development dynamics.
- Recommendations 2: The IE programme would benefit from adopting principles and standards pertaining to child rights. IAs would have to decide and tailor mainstreaming of such principles into the programme.

- Recommendation 3: With reference to the COVID-19, it is recommended that the IE programme assesses strategies and set targets to reflect a potentially less conducive environment and concrete challenges that may occur during 2021, but equally impacting also the third phase of the programme.
- Recommendation 4: In view of this, it is recommended that South Sudan country programme be phase out either at the end of the current phase (Phase 2) or in the first year of the next phase (Phase 3). A clear and elaborate exit strategy with actionable plans should be put in place for the country, indicating what needs to be done to continue and sustain the efforts build over the years in the Inclusive Education Programme.
- Recommendation 5: It is recommended that IAS undertake a thorough analysis and redesign aspects of the national level advocacy. This includes a range of steps to be taken: (i) develop action plans with clear performance targets, (ii) systematize documentation of results, (iii) proficiently package local level evidence to be utilized in national and international advocacy, (iv) engage in alliances with prominent national level actors where possible and eventually and(v) establish procedures for genuine inclusion of local CSOs.
- Recommendation 6: In recognition of the vulnerability of the CFBLs, it is recommended that IAS revises their approach to CFBLs and education to include a focus on protection, also drawing upon the EiE toolkits. IAS shall decide on how to tailor the design and mainstreaming of protection in the IE programme, with a view to both institutionalization and support to mitigate social and psychological distress.

List of abbreviations

ACRWC	African Charter on the Rights and Wellbeing of the Child
CFBL	Children Facing Barriers to Learning
CISU	Civil Society in Development
CS	Civil Society
CWD	Children with disabilities
DPO	Disabled Peoples Organisation
EiE	Education in Emergencies
FDB	Formal Duty Bearers
FPCT	Free Pentecostal Church of Tanzania
FSG	Family Support Groups
GBV	Gender Based Violence
GCE	Global Campaign for Education
GPE	Global Partnership for Education
HRBA	Human Rights Based Approach
HUM	Humanitarian aid
ICD	Information Centre on Disabilities
IE	Inclusive Education
IGA	Income Generating Activities
INEE	Inter-agency Network for Education in Emergencies
MDB	Moral Duty Bearers
MEAL	Monitoring Evaluation Accountability and Learning
MoE	Ministry of Education
MoH	Ministry of Health
M&E	Monitoring and Evaluation
NCDO	National Christian Development Organisation
NFIE	National Forum for Inclusive Education, Sudan
PANT	Participation, Accountability, Non-discrimination, Transparency
PTA	Parent Teacher Association
PWD	People with Disabilities
RF	Results framework
SDGs	Sustainable Development Goals
SNE	Special Needs Education
SRGBV	School Related Gender Based Violence
ToC	Theory of Change
ToT	Training of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

1. Introduction

IAS International Aid Services Denmark (IAS-DK) is a development and relief organization based on Christian values.¹ The programme in review is the Equal Education Opportunities”, running from 2019 – 2021 with a budget of 14,245 million DKK. The programme is implemented in Kenya, South Sudan, Sudan and Tanzania. It is a phase 2 programme and IAS-DK is currently preparing a concept note for a third phase.

Objectives and scope of work: The overall objective of the review was to assess the capacity and performance of IAS-DK in delivering results under the present phase 2 of the programme, implemented with partner organizations in Kenya, South Sudan, Sudan and Tanzania. The specific objectives were to:

- Assess documented performance and results achieved and extract and assess lessons learned
- Assess three selected issues (The role of partners as catalysts; partner’s capacity with respect to moving advocacy to the national level and the extent to which IAS-DK can use their approach to education in emergencies strategically in development programmes)
- Assess the applicant organisation and partner’s capacity

The twelve CISU assessment criteria² have guided the review focus areas. The review of the overall performance and of the strategic approach is clustered in the three main sections:

- Capacity of applicant organisation
- Contextual developments, programme implementation and results
- Programme strategy and synergy

Methodology: The review has been carried out by a team of three consultants. The team consisted of Annemette Danielsen, the team leader and Joshua Nyamori in Kenya and Mugtaba Safi in Sudan. Annemette Danielsen is the overall responsible for the review and compilation of the report. The content of the report reflects alone the views of the consultants, not those of CISU, IAS or its partner organisations, or any other consulted during in the review.

The review is based on a meticulous review of the documents made available by CISU and IAS-DK.³ Online interviews were carried out with a broad range of project stakeholders, including IAS-DK staff (program and financial management staff, communication officer, board members and volunteers); partner organizations in Kenya, South Sudan, Sudan and Tanzania including the Global Team in Nairobi and CISU (financial officer and assessment team(program officer, grant consultant). The interviews were all virtual. However, two local consultants have conducted reviews in the programme implementation areas in Kenya and Sudan, interviewing a number of individuals and performing focus group discussion with stakeholders and beneficiaries.⁴ The design of the field review was informed by the review objectives and assessment criteria, and with information and observations on the ground, these provide a source for triangulation of findings. The review was in all aspects generously supported by IAS-DK and partners in the four countries, so no constraints were encountered. Nevertheless, due to COVID-19 restrictions, the consultant did not have the opportunity to run any field visits and despite

¹ <https://ias-danmark.dk/english>.

² [Vurderingskriterier for CISU programansøgninger](#) (Assessment Criteria).

³ Annex 2: List of documents received.

⁴ Annex 8: review plan.

high quality work from the local consultants, the possibility to explore and observe on the ground in the field has been highly missed.

The report: The report follows the format provided by CISU.⁵ In addition to an introduction, it contains the following chapters: 2. Review findings and analysis with a discussion of the contextual developments; 3. Review of overall progress and performance with analysis of the Theory of Change (TOC) and strategic framework and progress; 4. Review of IAS-DK and partner's capacity along with an assessment of implementation of the 2018 recommendations, the M&E system and knowledge management, including financial issues; 5. The assessment of specific issues, i.e. partners as catalysts, advocacy at national level and the relevance of application of humanitarian approaches. This is followed by section 6. Conclusions and section 7. Recommendations. The report contains the obligatory annexes.⁶

2. Review findings and analysis

This chapter presents the analysis of main review findings related to the contextual developments of the IE programme. In particular, the focus is on the organizational capacity and IAS' analytical capacity and ability to learn from experience and ensure reflection and knowledge management. The assessment criteria is in particular focussing on organizational capacity (#1) and analytical capacity and learning (#3).

2.1 Contextual developments and the program

Assessment criteria 1: Organizational capacity [and popular engagement]. Demonstrate effective organization capacity, including human resources, to enhance development effectiveness of the organization by maintaining satisfactory professional competency and technical capacity. [...]

IAS-DK is assessed to have the capacity needed to run the 'Equal Education Opportunities' aka the IE programme. IAS-DK manages a comprehensive programme portfolio. For 2019 – 2020, this involves with DERF funds the total of four projects funded by CISU, along with eight programmes funded by other donors.

Human resources: IAS-DK has an organizational set up that allows the organization to be cost-effective, with a proven track of monitoring costs to find inexpensive solutions. IAS-DK is seeking to keep the Danish offices lean. The IAS office in Copenhagen has four staff members: two programme officers with responsibility for development and the humanitarian field respectively, and a civic engagement officer and a finance manager. Moreover, the organization has a representation in Jutland, where the director is based along with part time staff to support finance and information and social media. In relation to communication, IAS has with staff and committed volunteers a proven track and capacity to run popular engagement. IAS with two offices has a clear division of work and roles, hence allowing for efficient utilization of human resources. Staff members interviewed showed profound professional capacity and strong technical competences related to each their area of responsibility. System wise, IAS-DK has all procedures in place to comply with Danish workplace standards. Monthly staff meetings accommodate

⁵ Annex 1: Terms of reference.

⁶ Annex 1: Terms of reference.

for wider staff related issues. Individual performance reviews are conducted annually along with also the statutory annual workplace assessment.

Accountability: IAS has an extended collaboration with the partners in the four countries and with the Global Team in Nairobi. This team consists of a MEAL expert, a financial manager and a technical expert in Inclusive Education. This team, being closer to the countries, serves as a professional intermediary unit that in numerous ways runs quality control and serve to consolidate learning across the programme. The global programme system has a number of layers: the country operational set up with partners in each of the four countries, the Global Team in Nairobi and finally IAS-DK with the offices in Denmark. In this layout, the consultant sees the Global Team in Nairobi as a highly valuable unit. Their significance also stems from their roaming function with frequent travels to the countries, also during COVID-19. The Global Team has frequent monitoring meetings with the four countries and the programme manager based in Copenhagen are steering bi-weekly follow up meetings. The meeting structures enables close collaboration and ensures accountability within the programme.

Responsiveness and flexibility: There is a range of examples that IAS proves to have effective organizational capacity and equally manages to be stringent and agile. One such example is a case of mis-management that occurred in 2019 right at the start of the IE. Due diligence was applied when the otherwise trusted IAS in Tanzania came under suspicion and was subjected to a thorough investigation. As a result of the audit, the IAS Tanzania was dismissed from the programme and replaced by Free Pentecostal Church of Tanzania FPCT as the main implementing partner and Information Center on Disability, ICD as a sub-partner. IAS-DK has also shown their responsiveness and agility in relation to the COVID-19 pandemic. In 2020, schools were closed in three out of the four countries. To mitigate the impact in the areas where the IE programme is implemented, IAS applied for a redesign for 16% of the IE programme to directly respond to the impact of COVID-19. Permission was granted by CISU.

Capacity has equally been proven by the fact that IAS, regardless of the many challenges during 2019 and 2020, managed to make use of their unspent funds. These funds were wisely spent on two areas, both serving to pilot specific interventions. EiE vis a vis the IE development programme was tested in Sudan. In Kenya, income generating activities, IGA, with CS groups was supported aiming to enhance the sustainability of these groups.

Knowledge about the contextual situation: IAS-DK has a profound knowledge about the context in the four countries, well reflected in annual reports.⁷ Interviews with partner management teams in the countries of implementation showed thorough insights into the social-cultural context. The details related to the specific IE contextual issues reflects the fact that implementation takes place in remote areas far from the capital, where conditions differ, depending on the level of decentralization and representation of local line ministries.

In summary, the review finds that IAS-DK holds significant capacity to manage the IE programme. It has highly proficient staff and strong systems in place, both at the office in Denmark and in the wider system, including the Global Team based in Nairobi. IAS-DK demonstrates firmness and a high level of

⁷ IAS: Equal Educational Opportunities, Annual report 2019 and Annual report 2020.

responsiveness, and proven due diligence and agility in respect to adopting solution and benefitting from opportunities occurring, also reflecting solid contextual knowledge.

2.1.1 Capacity in relation to fragile contexts

IAS-DK has a comprehensive track-record based on humanitarian interventions dating back to the establishment of IAS. This includes alone nine programmes funded from the Danish Humanitarian Relief Fund, (DERF), administrated by CISU since 2019. In relation to fragile contexts, IAS-DK draws upon collaboration within the international IAS Alliance, in particular with IAS Sweden (later adopted by Läkermissionen.se), and with IAS Germany representing a significant record with respect to humanitarian interventions. Let alone the balance with respect to numbers of development programmes compared to humanitarian assistance programmes allows for the definition of IAS-DK as a nexus organization. The full portfolio of programme countries, also outside East Africa, includes a significant number of conflict affected areas which justifies for labeling IAS-DK as a triple-nexus operating organisation. Nexus is highlighted in the IAS strategy stressing that expertise in this regard needs to be systematically developed, in particular in relation to EiE.⁸

CISU defines nexus as an approach that creates synergy, coherence and complementarity between development cooperation and humanitarian assistance. In the IE programme, both South Sudan and Sudan are characterized as fragile and protracted conflict countries. In assessing the nexus approaches stipulated by CISU, the consultant finds that IAS-DK align well with these. IAS has adopted the resilience approach and Sudan and South Sudan has developed tailored resilience strategies to strengthen compliance. The EiE programme piloted in Sudan vis a vis the IE programme is another example of how IAS manages to enhance synergy, coherence and complementarity. Moreover, IAS-DK contributes to prevention and management of conflicts, another stipulated approach, by in particular enabling the condition for dialogue between authorities as duty bearers and civil society. Thereby, the programme contributes to endurance of peace and ensures vulnerable groups are represented by promoting the inclusion of PWDs and CFBLs. In this way IAS, measured against standards in humanitarian actions is a prominent advocate for the localization agenda that highlights sovereignty of local solutions and ownership.⁹

In summary, the review finds that IAS-DK is a strong nexus organisation as the programme portfolio includes a number of humanitarian programmes. Likewise, IAS-DK is labelled a triple nexus organisation, due to their operational activities in a number of conflict prone countries. With respect to nexus, IAS-DK focusses on expertise within EiE.

2.2 Analytic capacity and learning

Assessment criteria 3: Analytical capacity and learning. *Have capacity to undertake comprehensive context analysis and risk assessments, and to utilize evidence-based learning from program implementation to inform analysis, planning and innovation.*

⁸ IAS strategy 2019 – 2021, p.7.

⁹ <https://www.oecd.org/development/humanitarian-donors/docs/Localisingtheresponse.pdf>.

The analytic capacity is evident in various ways, reflected in reporting and corroborated in a range of online interviews with IAS-DK staff and partners in the four countries. IAS has initiated various institutionalized structures to share and consolidate learning. Annual conferences provide platforms for joint analysis and learning. A commendable follow up and application is the so called operational research. These are innovative and come with major opportunities for learning. The operational research undertaken at local level, departing from challenges and issues shared and discussed during the annual conference. Provided that the operational research is conducted by IAS and partner staff themselves, it builds and sustains in-house competences. The Global Team plays a key role in giving steer and monitor these learning processes.

Context analysis: IAS has run comprehensive contextual analysis related to the IE programme. A regional context analysis provides for all four countries an overview over legislation and policies; SNE and primary school curriculum along with an analysis of civil society and civic space. Templates give oversight and list relevant international and national educations forums, along with the configuration of involvement by IAS in the respective countries. This is further explored in more detail in country context analysis. The host of analysis is completed with a Review of Barriers to Implementation and National Actors for each of the respective countries, thus documenting a stringent approach to ensure sufficient analysis to inform implementation.¹⁰

Risk management: Risk management is a key component in analysis and learning. For the IE programme, IAS has developed country specific Risk Assessments, structures around type of risks, risk definition, estimate of likelihood and potential consequence and a listing of mitigation measures. The Risk Assessments are contextualised as they provide specific sections for reporting on contextual challenges.¹¹ Monitoring of risks is for present addressed regularly during monitoring meetings, however, IAS is in the process of strengthening the procedure and include risk assessment to the agenda of the annual conferences.

Evidence based learning from programme implementation: Frequent monitoring meetings aim to capture learning to inform programming, ultimately accommodating a truly adaptive programming style. The mentioned annual conferences and the operational research together provide a strong and consolidated foundation for evidence based learning. Learning in phase 2 draws upon learning from the first phase. A comprehensive template collects learning structured around the three programme objectives in phase 1 and collects the results measured at the time of completion of the programme in June 2018.¹²

In summary, the review finds that IAS-DK holds a strong analytic and learning capacity. It is reflected in the established structure and procedures aiming to advance learning. Moreover, it is evidenced in the comprehensive context analysis and evidence-based learning deriving from the IE programme performance.

¹⁰ IAS: Country and Regional Context Analysis; individual Country Context Analysis for Kenya, South Sudan, Sudan and Tanzania completed with, for each of the countries a Review of Barriers to Implementation and National Partners.

¹¹ IAS: IE Programme Risk Assessments for Kenya, South Sudan, Sudan and Tanzania.

¹² IAS: Overall Programme Results for Phase 1.

3. Review of overall progress and performance of the programme

This chapter analyses the review findings on program implementation, i.e. performance and progress against plans. The section further addresses the programme Theory of Change (TOC), strategy, coherence and synergy (5, 6, 7, and 9); progress against plans (4); and popular engagement and development education (1, 12).

3.1 Theory of Change, program strategy, coherence, and synergy

The programme “Equal Education Opportunities” is a three year programme, running from 2019 to 2021, with a budget of 14,245 million DKK. It is implemented by local partners in Kenya, South Sudan, Sudan and Tanzania. The programme is in its second phase. The purpose of the programme is for children facing barriers to learning, CFBLs, to enjoy social recognition and to gain access to education. The programme has three outcomes. 1) The country programmes have well-established reflective practice as catalysts for implementation of Inclusive Education; 2) Strong CS groups, CSOs and IE networks are effectively advocating for improved implementation of Inclusive Education on local and national level; and 3) Local and national authorities (FDBs), CS groups and CSOs (MDBs) (MDBs) are collaborating to implement initiatives ensuring education at primary school level.

Assessment criteria 5: Strategic orientation – Strengthening civil society in the global South and relevance to the Sustainable Development Goals. Present overall strategic orientation which will contribute to strengthen civil society in the global South so that it has the independence, space, diversity and capacity to influence and promote the realization of the Sustainable Development Goals (SDG).

Assessment criteria 6: Relevance of Civil society partners and relevant networking/global connectedness. Present partnership engagements contributing to the development of a strong, independent, vocal and diverse civil society in the global South through meaningful, equal and mutually committing partnerships.

Assessment criteria 7: Theory of Change and program synergy. Present how the respective program interventions create synergy to the overall program approach in the form of a Program Theory of Change. Present clear and relevant Theory of Change for each of the main country/thematic program components that constitute the proposed engagement. This shall include justified strategic choices of intervention that contribute to the objectives and outcomes of the programs.

Assessment criteria 9: A human rights based approach (HRBA). Present a proposed program with interventions based on a HRBA, gender equality, and the principle of poverty orientation with a particular focus on poor, marginalized and vulnerable groups (the SDG principle of ‘leaving no-one behind’).

The IAS-DK strategy for 2019 – 2021 emphasizes the commitment to supporting civil society as a central dynamo to development. In relation to the focus on civil society, the strategy states the following: “Central to this (civil society, red.) is the rights based approach and the goal of capacity building of the local partners, to empower them to become the drivers of change in the long run.”¹³

Strengthening civil society in the global south: The IE programme seek to strengthen civil society at two levels: the local level and the national level. Locally, the IE programme is implemented in remote areas. This implies logistical challenges with respect to the connectivity between the local and national levels. In spite of the obstacles in connecting to remote areas, it is a commendable strategy as it unequivocally

¹³ IAS International Aid Services Strategy 2019 – 2020, p. 7.

stands on the shoulders of a true poverty orientation with its focus on poor, marginalized and vulnerable groups.

The IE programme has in all countries been very successful at local level building communities of action for CFBL with a truly diverse portfolio of CS actors engaged. The community networks evolving around the inclusive education programme consist of a range of smaller CSOs such as Parents and Teachers Association, PTAs, and Family Support Groups, FSGs. These groups are connected in loose associations, in local inclusive education networks. The CS groups runs awareness raising, lobby and advocacy aiming to improve conditions for CFBLs. The inclusive education networks are supported with various forms of capacity building via the implementing partner. The networks have achieved to generate norm change and enhanced social inclusiveness and conducive environments, this way reducing resentment and phobic attitudes towards disabled children. This is a significant change and an area also emphasized by the Assessment Committee: *“Possibly the biggest barrier to IE and a dignified life of the CFBL is the negative attitude and stigma surrounding them.”*¹⁴ The IE programme at local level has achieved to have more CFBLs getting access to education and improved access to health and various disability related services. The implementing partner plays a key role in lobby towards local authorities, however the active participation of the well organized FSGs equally play an instrumental role, given the legitimacy they bring to the case.

The policy link: The inclusive education networks at local level rightly contribute to the realization of the SDG 4. At national level, the IE programme aims for policy influence to scaffold and sustain impact. This is in line with the IAS strategy and the priorities for 2019 – 2021 that include expansion through additional regional and national collaborations, aiming to involve new constellations, networks and alliances along with participation in national and international coalitions. The IE advocacy can be assessed against the relevance. This takes the point of departure in the following two streams: how the operational evidence brings value to the international coalition, to the Global Campaign for Education for All, GCE, along with assessing how the IE programme adds value to the SDGs. With respect to the GCE, the IE programme priorities on inclusion is a perfect match. The campaign has since the very start promoted inclusion of girls and strived to raise quality in education. While engaged in the national chapters of the GCE coalition, IAS has a unique opportunity to document and make key learnings available to the GCE. Selected pieces of the operational research may also champion in this regard.

The GCE provides a sector specific platform for education for all and is in this sense indispensable. The national chapters of GCE, connected to a global umbrella structure are indeed a strong, independent and vocal body. IAS should analyse their comparative advantages related to influencing. While working in remote areas with CWDs, the IE programme is representing extraordinarily vulnerable groups. Based on this role, IAS is in a position to feed in local data, local evidence and local voices to support and substantiate initiatives in national advocacy. IAS-DK recognizes the potentials, and the IE programme is in the route but still have some way to go to take full advantage of the opportunities.

Theory of change and programme synergy The Theory of Change, ToC in relation to the context is assessed to apply well to address the severe poverty prevailing in the four countries. The ToC is designed to capture both the development and humanitarian contexts, illustrated via two parallel streams, thereby stressing the continuum of stability and fragility. The ToC has a solid set of assumptions for both

¹⁴ CISU: Assessment Committee Note, 2018, p.6.

streams and analytically, it specifies clearly what is within and outside, respectively, of the control of the programme. The ToC has civil society at the center of all actions, moving from local over national to international level. It should be noted that each country has developed each their contextualized version of the ToC.

Programme synergy and the balance related to the change triangle: there seems to be a sensible balance between strategic services, capacity building and advocacy. Strategic services are relatively few, with an emphasis on assessment centers and upgrading school infrastructure to become accessible for CWD. The relevance of the various strategic services is subject to a healthy and ongoing discussion among actors involved in the IE programme.¹⁵ Capacity building has supported the local networks and the CS groups who are becoming continuously better positioned and able to manage more tasks independently which raises sustainability and local ownership. Advocacy is undertaken both at local level with results related to improved services for CFBLs and at national level where influence is sought to address structural barriers to education for all, including the public provision of education, in general underserving CFBLs in remote areas.

The inherent dynamics within the mentioned balance related to the change triangle and the specific designs and priorities are however not clear. Which is the most effective composition of advocacy, capacity building and potential strategic services to ignite the change processes is not apparent. The assessment centers as a strategic service, what is the specific role of these and how do these augment inclusion of the CFBLs? The value add of the model schools compared to an instruction leaflet? Training of the teachers, in concrete, how does this bring effect to the inclusion of CFBLs? With a view to sustainability, possibly training of government education inspectors should be given priority? What are the best tailored training curriculum to help PSGs to become successful in lobbying local government? These and many more questions remain.

Recommendation 1: Based on the change triangle, and while moving towards a third phase, the IE programme should undertake a thorough review of the particular causal effects and development synergies in the present programme composition to be able to capture the most effective of the underlying development dynamics.

Human rights based approach: IAS proves in strategy and programming to be truly committed to applying a rights based approach, HRBA. The basic principle here are the compliance with the PANT principles (Participation, Accountability, Non-discrimination, Transparency), also a cornerstone in the Policy for Danish Support to Civil Society. While adhering to all principles, IAS particularly brings value to non-discrimination, serving vulnerable groups otherwise often precluded from enjoying equal access to public services. The IE programme stands by the principle of leaving-no-one-behind.¹⁶

Likewise, in reviewing how women and girls are supported to promote fulfilment of their rights, the IE programme exhibits compliance. Girls are afforded special attention to ensure their equal access to education and female teachers are valued and supported.¹⁷ Moreover, reporting and observations during the field review mission to Kenya support that women to a large extent in the Kenyan programme

¹⁵ The relevance of strategic services has been discussed with all the country management groups. Relevance was likewise discussed during the field review in Kenya, conducted by Joshua Nyamori. Contextual priorities and perceptions of relevance in this respect varies.

¹⁶ <https://unstats.un.org/sdgs/report/2016/leaving-no-one-behind>.

¹⁷ This is documented by disaggregated data from M&E, quarterly reporting.

seems to be equally involved in the civil society mobilization, including in Parents and Teachers Associations, PTAs and in Parents Support Groups, PSGs.

The human rights and fundamental freedoms of disabled persons are set out in the United Nations Convention on the Rights of Persons with Disabilities, UNCRPD. While the IE programme employs a focus on inclusion and CFBLs access to quality education, IAS should enhance their rights orientation to focus more specifically the UNCRPD along with appertaining conventions relating to children's rights. These include the UN Convention on the Rights of the Child, (UNCRC) and the African Charter on the Rights and Welfare of the Child, ACRWC.

Recommendations 2: *The IE programme would benefit from adopting principles and standards pertaining to child rights. IAs would have to decide and tailor mainstreaming of such principles into the programme.*

In summary, the review finds that coherence and synergies are well reflected. The Theory of Change is adequately designed and presents the causal chains of effect. Likewise, it works to represent the nexus framework of the programme. Civil society is assessed to have a key strategic role and the balance of the change triangle is sound even dynamics may be optimized. The IE programme has in all countries, however less in South Sudan been very successful at local level building communities and network supporting the CFBL with a truly diverse portfolio of CS actors engaged. The IE proves a strong alignment to human rights based approach.

3.2 Progress towards meeting present programme phase results

Assessment criteria 4: The programme has demonstrated ability to deliver results at outcome level in a cost effective manner in previous Danida funded interventions.

In terms of documenting results, the two Annual Report for 2019 and 2020 prove to be comprehensive and provide structured and detailed information on performance.¹⁸ The IE programme was in the first year challenged with a number of incidents, for instance faced delays in 2019 in obtaining formal agreements with governments. Moreover, a political conflict erupted in Sudan, paralyzing implementation for three month. Irregularities in the management within IAS Tanzania led to thorough investigations and a forensic audit resulted in IAS Tanzania, that was initially the implementing partner, being replaced by the Free Pentecostal Church of Tanzania, FPCT as the implementing partner, supported with Information Centre on Disability, ICD as a sub-partner. In Kenya, the programme target area was changed from phase 1 to phase 2, aiming for the IE programme to become strategically better positioned, closer to policy makers. This however made the initial operational phase more challenging.

Mitigation was quite effective in 2019 so despite facing the listed challenges, the IE programme managed to catch up and it more or less met the set targets for the year. In comparison, the challenges pertaining to COVID-19 during the year 2020 have affected the programme considerably with schools closed in three countries and a varying degree of lockdown. This has had implications on results and progress in the IE programme, with selected activities postponed to 2021. IAS-DK was granted permission to re-programme to COVID-19 mitigation activities for 16% of the budget. While aiming to address the severe

¹⁸ IAS Annual Report 2019, Equal Education Opportunities; IAS Annual Report 2020, Equal Education Opportunities.

deprivation arising from the pandemic, the COVID-19 activities were designed to align with the original IE programme framework. Results from the COVID-19 activities are reported separately in the annual report for 2020. The consultant consider the re-programming relevant, clustered around information and preventive outreach via local health facilities and media to IE programme communities. It also provided support to highly affected poor families with CWDs and ran alternative education support via radio. With the the re-programming, IAS-DK has documented their capacity with respect to adaptive programming, and ability to stay relevant within the stability – fragility continuum.

Progress with respect to results are assessed, based on the three outcomes and stated indicators. The results are cumulative for the consecutive period, encompassing the years 2019 and 2020. It should be noted that the rating provides an average, despite acknowledging that the individual country performance differs. Equally, it is important to stress that COVID-19 has had a significantly negative impact and hampered progress on all indicators, apart from 1.1. Despite this, the overall performance of the IE programme is found to be good.

Outcome	Indicator	Level of progress 2019 – 2020: 4 - fully achieved 3 - to a large extend achieved 2 - to a medium degree achieved 1 - only to a lesser degree achieved
The country programmes have a well-established reflective practice as catalysts for implementation of inclusive education	1.1 All programme members have documented utilization of shared learning for addressing barriers for implementation of IE policies and strategies	4 - fully achieved Comments: it is great that this has been achieved at an early stage. The support from the DK programme manager together with the Global Team is considered a denominator in this regard.
	1.2 A clear pathway on strategic advocacy is in place, regularly reviewed, and used by programme members to influence policy makers to improve education opportunities of children facing learning	1 - only to a lesser degree achieved Comments: The local ToCs on advocacy have helped set off the path however strategies are not sufficiently targeted and lack clear links to relevant policies.
Strong CS groups and IE networks are effectively advocating for improved implementation of Inclusive	2.1 Level of engagement clarified with the GCE National Education Coalition in Denmark, Kenya, South Sudan, Sudan and	3 - to a large extend achieved Comments: The level is defined and shared with the respective coalitions, thereby the target is

Education on local and national level	Tanzania to monitor the IE in fulfillment of the SDG4.	achieved. However, engagement should be progressive and cascaded by the opportunities arising.
	2.2 Increased focus and resources towards implementation of existing national IE policies and strategies in the targeted areas in each country	2 - to a medium degree achieved Comments: The indicator is double. Focus on the policies has significantly increased whereas it has been more difficult to mobilise public financing of extra resources.

Local and national authorities (FDBs), CS groups, and CSOs (MBDs) are collaborating to implement initiatives ensuring quality inclusive education at primary school level	3.1 Skills and approaches for government institutions to engage with civil society in participatory and inclusive planning processes (SDG target 16.7/17.17)	2 - to a medium degree achieved Comments: The CS groups have to a large extent in most areas created relations and dialogue that government institutions have engaged in. However, improvement of skills by the government, without a baseline, is not possible to measure.
	3.2 Child-, disability and gender sensitive education facilities and learning environments established in the target areas (SDG 4.a)	3 - to a large extend achieved Comments: Measured against the roll out of strategic services and the significant awareness raising undertaken by the CS groups, education facilities and learning environments have to a large degree been established.
	3.3 In-service teachers trained in inclusive pedagogy at every model school and CFBL enrolled in target areas (SDG 4.1/5/c)	3 - to a large extend achieved Comments: As a target, the in-service teachers training has been conducted in all model schools and beyond. However, no performance increase has been able to attribute to the training so the effect is not clear.
	3.4 Accessible and inclusive curricula and assessment of CFBL improving performance and passing in classes in the target areas (SDG 4.1/5/c)	1 - only to a lesser degree achieved. Comments: With reduced implementation time due to

		<p>COVID-19, time has not been sufficient to achieve change. In Sudan, curricular development has taken place but in general, time has not allowed for setting up systems for measuring performance and completion of CFBLs. Schools closed for almost a year have significantly affected the results.</p>
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Effects of the COVID-19: One issue related to progression and learnings in the existing phase, should however be afforded special attention. During 2020, the IE programme was severely impacted by the COVID-19 pandemic. Schools were closed in three of the four countries during almost a year. The programme was granted permission to allocate 16% of the annual budget and re-design activities to mitigate COVID-19.¹⁹ The sustainability aspect should be observed with respect to re-entering children back into schools during 2021. It is estimated that the COVID-19 pandemic has pushed previous achievements of enhanced enrollment 10 years back. A large proportion of vulnerable children and girls in particular will never getting back to into education.²⁰ Global spending on education tends to be affected by crisis. The deterioration in government finances as an effect of the pandemic suggests mobilizing of required resources for education will worsen and continue over some years.²¹ Competitiveness with respect to resources may increase and authorities be under pressure and less willing to attend to CFBLs.

Recommendation 3: *With reference to the COVID-19, it is recommended that the IE programme assesses strategies and set targets to reflect a potentially less conducive environment and concrete challenges that may occur during 2021, but equally impacting also the third phase of the programme.*

In summary, the review finds that despite the challenges, in particular the effects of the COVID-19 on the programme, that the IE programme has performed well and are achieving set targets. COVID-19 is expected to affect the agenda of inclusive education over the years to come. Consequences should assessed and be reflected in the programme

3.3 Popular engagement and development education

Assessment criteria 1: [Organizational capacity and] popular engagement. [...] Organizations must further show a record of involving relevant groups and stakeholders in the Danish society to broaden and sustain popular engagement with development cooperation.

Assessment criteria 12: Popular engagement and development education. Engage with relevant groups and

¹⁹ The 16% derived from the budget margin and redesign of activities in the countries. Moreover, an accrual of 30% from 2020 to 2021 has been granted.

²⁰ <https://news.un.org/en/story/2020/12/1080732>.

²¹ <https://en.unesco.org/news/covid-19-two-thirds-poorer-countries-are-cutting-their-education-budgets-time-when-they-can>.

stakeholders in Denmark to strengthen understanding of selected global development challenges, the role of local partners and civil society in general.

In their endeavor to strengthen public engagement, IAS-DK has managed to take a significant step forward during the second phase of the IE programme. A new strategy has helped structure the work.²² Popular engagement includes a range of publications as well as online information, i.e. a webpage and social media but also a number of activities face-to-face, even this in 2020 were severely disrupted by COVID-19 lockdowns. IAS-DK has during the previous years been active in large summer camps and engaged with a number of boarding schools for youth and adults, although the camp and a number of face-to-face meetings were cancelled in 2020. IAS-DK has a close collaboration with two boarding schools acting as sounding boards on pedagogy, one of these being a special needs boarding schools. IAS-DK seeks to engage volunteers in their works at various levels and has established a group of approximately thirty volunteers closely linked to the organization. These volunteers participate in meetings in the Danish context related to development issues and run various outreach work to inform on the inclusive education agenda where opportunities occur. A promising initiative is youth groups established to become advocates for specific countries. These groups are expected to work rather independently and once traveling again becomes possible, they will organize programme visits to their respective countries, further mobilizing young people to become involved. This is considered a strategically promising initiative as the potentials to become involved in development programmes are known to be attractive to young people, especially students.²³

IAS-DK is vocal and committed in their endeavor to contribute to the SDGs, in particular advocating for the SDG4 on education, target 4.1 addressing special needs and vulnerable children. Related to this, IAS-DK has published a book for children on the SDG4, developed by a journalist on a volunteer base. The publication, named "Victoria og verdensmålene" was distributed to all schools in Denmark, potentially reaching some 47.000 Danish teachers.²⁴

IAS-DK is also actively engaging with relevant professional forums in Denmark and internationally, equally forming public spaces where the agenda pertaining to inclusive education may be advanced. This goes for the Danish Education Coalition and the International Disability Development Consortium. Likewise, IAS-DK collaborates with Dansk Handicap Forbund, DHF, aiming to draw upon their capacity within advocacy. As learning is reciprocal, IAS-DK influences such professional forums, promoting the Inclusive Education agenda.

In summary, the review finds that the commitment of IAS-DK to popular engagement and development education is ambitious, of high quality and innovative relative to the size of the organization. The affiliation with professional communities in Denmark along with international forums proves the determination. The book developed and shared with all schools in Denmark is considered an extraordinary achievement.

4. Review of applicant and partner capacity

²² IAS: Strategy for Popular Engagement and Development Education, 2017.

²³ Based on review of website (<https://ias-danmark.dk/vores-funktionsomraader/ias-engage>) and social media along with interviews with IAS-DK management group and volunteers.

²⁴ <https://www.uvm.dk/statistik/grundskolen/personale-og-skoler/paedagogisk-personale>.

This section provides a systematic review of the follow-up undertaken by IAS on the 23 recommendations from the 2018 capacity assessment commissioned by CISU (3). This is followed by an analysis of monitoring and knowledge managed (8) and finally a review of budget and financial issues (2, 11).

4.1 Implementation of recommendations from latest KappApp/RevApp

Assessment criteria 3: Analytical capacity and learning. *Have capacity to undertake comprehensive context analysis and risk assessments, and to utilize evidence-based learning from program implementation to inform analysis, planning and innovation of strategies and operational approaches.*

The KappApp and RevApp of IAS from 2018 presents 23 recommendations.²⁵ IAS-DK has accepted all but marked reservations in two cases.²⁶ IAS-DK responded with a comprehensive management letter providing details regarding action points and a timeline for completion.

The level of progress and completion is assessed in the following section:

2018 [1:] The consultant recommends that more efforts be made to clarify the role of IAS country offices in financial management of IE activities.

Implementation of recommendation: financial roles have since been further clarified and specified. This also goes for the relation and divide of roles between country offices and the offices in the areas of implementation. The recently appointed financial controller based at the regional level has optimized control.

2018. [2:] The consultant recommends that more efforts are made to exploit potentials of working with other parts of IAS programme efforts in East Africa.

Implementation of recommendation: as IE programming is rather limited compared to for instance the IAS WASH and the humanitarian field, the recommendation pointed to the potential value add by drawing upon other thematic programme areas. This has to some extent been explored and brought forward, i.e. via the Global Team in Nairobi forming a joint synergy team. Exploring opportunities in the area of IE nexus in this present review finds that the focus at this stage, taking sustainability into account, should be on building and reinforcing external relations, primarily at national level with actors in the field of IE.

2018 [3:] recommended that IAS-DK reviews expectations to IE programme members to minimise the risk of similar tensions in the proposed phase 2 of the programme.

Implementation of recommendation: with this recommendation, IAS-DK marked a reservation. The recommendation relates directly to a situation of periodic conflict and tension that subsequently is successfully addressed and solved.²⁷ In August 2018, IAS-Kenya became an independent local NGO and has since been working with IAS-DK on the basis of a partnership agreement.

2018 [4:] recommends that a review is carried out during the remaining part of phase 1 to study differences and similarities across the four countries regarding such implementation barriers.

²⁵ Lars Udsholt: Review cum Appraisal of Programme submitted to CISU by International Aid Services, Denmark – Equal Educational Opportunities. April 2018.

²⁶ IAS: Management Response Matrix, updated 5 September, 2018.

²⁷ This was confirmed during online interviews with Kenya management team.

Implementation of recommendation: the recommendation relates to a number of barriers to implementation that stood out in 2018. The review finds that within the present IE programme, one finds a sound attention to barriers being addressed as in national analysis on specific barriers.

2018 [5:] The consultant recommends to keep the present ToC in place for the remainder of phase 1 and to prioritise efforts to promote synergy focus on identifying shared learning across the four countries.

Implementation of recommendation: more measures to build trust and collaboration within the IE programme has been put in place since the 2018 finding. This includes informal sharing in a WhatsApp group that allows for all staff at all levels to be involved in sharing learning. Likewise, systems and procedures have been put in place, such as more regular meetings, including annual conferences. In particular, the Global Team in Nairobi has become catalyst in facilitating shared learning.

2018 [6:] IAS is recommended to assess how to exploit the potential for evidence-based advocacy at national level.

Implementation of recommendation: the recommendation is highly relevant. The IE programme has embarked on the engagement in national level advocacy and has taken advocacy quite far, even it differs from country to country. As national advocacy is a key issue in the present review, please be referred to section 5.2. for more details.

2018: [7:] the consultant recommends IAS to consider a less ambitious approach, at least for the remainder part of phase 1.

Implementation of recommendation: the MEAL Plan was later reviewed and accommodated for phase 2. The consultant consider this specific work to have been fully completed.

2018 [8:] the consultant recommends that main efforts aim at identifying shared learning from phase 1.

Implementation of recommendation: the recommendation is valid and IAS has designed the phase 2 based on learning from the first phase. A number of initiatives have since been launched to reinforce joint learning, i.e. establishing the Global Team, having annual conferences and conducting operational research. Learning is further given priority as building a reflective practice became a stipulated outcome area in phase 2.

2018 [9:] The consultant recommends that the IE programme in the remaining part of phase 1 critically considers what targeted efforts and specific methodology are required to effectively address needs of the two above beneficiary groups.

Implementation of recommendation: IAS in the second phase of the IE programme chose to continue with the diverse beneficiary groups as the CFBLs constitute a very diverse group. It is valid to question whether sufficient proficiency and expertise can be uphold, maintaining all three categories: the girl child, children with special needs and nomadic children. The review notes that the discussion is still ongoing within the IE programme and acknowledges there are pros and cons to be observed.

2018 [10:] It is recommended that IAS aims for enhanced programme synergy in the next phase and adjusts its advocacy efforts. IAS should further clarify overall programme management.

Implementation of recommendation: the quest for clarification of overall programme management was at the time of the previous review mainly pertaining to the relevance of a continued reliance on a lead agency. The Programme Steering Committee, the leading body, later attended to the issue.

Concerning the issues of advocacy, this has in the meantime being fully adopted as a key area of priority.

2018 [11:] The consultant recommends that IAS undertakes an analysis of such relevant contextual education sector trends and their potential implication for IE programme goal accomplishment.

Implementation of recommendation: the specific recommendation from 2018 is linked to developments in the education sector in Tanzania. However, the recommendation remains relevant and is reflected in the present review on strategizing advocacy. See also section 5.2.

2018 [12:] It is recommended that the IE programme analyses the potential benefits of reaching out to a wider group of CSOs and other stakeholders.

Implementation of recommendation: IAS and partners have since expanded the CS groups at the local level. Moreover, at the affiliations with networks and coalitions as strategic partners in national level advocacy have increased since 2018 and have significantly added value to the IE programme.

2018 [13:] The consultant recommends that this be approached as implying strategic choices (e.g. based on a distinction between 'stability' and 'fragility') concerning the role of programme members and wider partnership relations as well as concerning advocacy. On the other hand, the programme document including the ToC should highlight the benefits and implications of a joint approach to IE in East Africa.

Implementation of recommendation: IAS-DK had reservations to this recommendation, arguing that the capacity and contextual analysis already was in place to balance in the continuum of stability and fragility. As a response and concrete initiative, resilience strategies were developed in both Sudan and South Sudan.

2018 [14:] The consultant recommends that no merger between the two programmes be aimed at during the proposed phase 2.

Implementation of recommendation: No longer relevant as a merger was never realized.

2018 [15:] IAS is recommended to clarify what role such stakeholders (religious leaders and other CSOs/CBOs according to the present programme document) can play in the proposed phase 2.

Implementation of recommendation: The role of the secondary MDBs referred to was subsequently been described in the programme document.

2018 [16:] that the proposed new advocacy framework is carefully assessed in regard to how local phase 2 advocacy efforts can build on the results and experiences in phase 1

Implementation of recommendation: the issue was dealt with in a previous recommendation but to reiterate, the IE programme has engaged with national coalitions and networks, including national branches of the Global Campaign for Education for All.

2018 [17:] The consultant further recommends that IAS considers how to document and address potential cases of more systematic neglect by FDBs in regard to obligations contained in national IE policy frameworks.

Implementation of recommendation: the recommendation is closely linked to the advocacy strategies that the four countries have developed for the national level advocacy. The suggested analysis aiming to inform advocacy related to specific policies has been executed in the meantime.

2018 [18:] The consultant recommends that IAS considers increasing its advocacy engagement with national stakeholders with the aim to enhance sustainability of local IE efforts by ensuring that these are known and backed at the national level.

Implementation of recommendation: this corresponds to a number of responses related to recommendations on advocacy at national level. To reiterate, progress has been significant but it leaves nevertheless room for further development.

2018 [19:] The consultant recommends that a results framework and the accompanying M&E system for phase 2 be developed as an integral part of reviewing the present MEAL framework.

Implementation of recommendation: this has been addressed by IAS and is reflected in the present MEAL Plan.

2018 [20:] the consultant recommends that IAS critically assess the relevance of continuing a focus on three distinct groups of beneficiaries.

Implementation of recommendation: this is an ongoing consideration. The discussion is still relevant as stated under response to the implementation of recommendation no. 9.

2018 [21:] The consultant recommends that IAS identify linkages between the proposed SDG efforts (as outlined in the paper ‘Main strategic choices’) and its existing IE related RBA work.

Implementation of recommendation: this is all well implemented as IAS in relation to the phase 2 has adopted a clear and visible focus on the SDGs, with SDG 4 in particular being apparent. The RBA work in relation to Inclusive Education is though less explicit and consequently addressed in the present review.

2018 [22:] the consultant recommends that tentative IAS focus on further building capacities among local CS groups.

Implementation of recommendation: the issue is stipulated and accounted for in the programme document for phase 2. However, specification is needed which is addressed in this review. See 5.1 for more details.

2018 [23:] The consultant recommends IAS to undertake a review of existing experience of the IAS Alliance members in working in fragile situations, including how IE interventions can best be undertaken in these situations.

Implementation of recommendation: while not directly related to the IAS Alliance members, IE in fragile situations has responded by adopting a resilience approach. Resilience strategies present a consolidation of experiences from promoting resilience in communities and educational systems in high-risk areas, including Sudan and South Sudan.²⁸ Findings have been shared and informed the programme strategy for phase 2.

In summary, the review finds that recommendations from the 2018 review have been systematically addressed by IAS-DK. Some recommendations have in the meantime become irrelevant due to shifts in composition of the programme from phase 1 to phase 2. Nevertheless, quite a number of the recommendations revolves around advocacy, and despite significant progress this remain an issue, also of this present review.

²⁸ IAS tailor made resilience strategies for South Sudan and Sudan.

4.2 Results framework, M&E, reporting, and knowledge management

Assessment criteria 8: *Reflections on proposed M&E system for program.*

Monitoring and systems: Monitoring within the IE programme is found to be solid with comprehensive reporting. The Global Team MEAL expert supports various processes in this regard. Quarterly reporting templates are often a marker on the quality of monitoring. With IAS, this is also the case. The template for quarterly monitoring provides a good oversight, for each programme objective providing a status related to the outcome indicators, and on milestones and set targets. Moreover, it brings reviews of areas of attention, or 'red flag' areas. Finally, the quarterly reports come with a separate section on knowledge and learning which stimulates reflection to take place on a continuous base, i.e. supporting an adaptive programming style.

Countries have each their detailed milestones and targets. Annual country based monitoring reports provide an overview of progress within the year. Subsequently, single country reports are consolidated into the annual report. The two annual reports raise serves to raise issues related to M&E. To provide examples, in 2019 for instance, it is stated that all countries now follow the MEAL Plan²⁹ and in 2020, reporting points to the challenges related to data collection for which teachers are responsible, including registration of CWDs that have been assessed.³⁰

Knowledge management: Strong knowledge management is advanced via the annual conferences, providing a valuable opportunity to focus on certain issues at programme level, across the four countries. Certain issues raised during the conferences are selected for operational research, thereby seeking to deepen insights and identify solutions helping to raise programme effectiveness.

In summary, the review finds that that the M&E system is solid with local result frameworks specifying benchmarks and targets. The reporting cycle is streamlined with proper knowledge management emanating from reflective practices. The annual conferences are markers of the strong knowledge management.

4.3 Financial resources, administrative capacity, budgets and cost effectiveness

Assessment criteria 2: Financial management and administrative capacity. *Maintain a satisfactory internal level of financial management and administrative capacity, adequate for meeting the overall responsibilities related to management of CISU grants.*

Assessment criteria 11: Financial resources and Cost Level. *Present a clear and transparent budget, which makes it simple to identify what costs are incurred at partner level, and what costs are relating to the Danish applicant. Be capable of reviewing costs and outcomes during program implementation in order to reallocate budgetary resources to enhance cost effectiveness.*

²⁹ IAS: Brief Narrative of the MEAL Plan Review Process.

³⁰ IAS: Equal Education Opportunities, Annual Report 2019 and 2020.

Staff and resources. IAS-DK at the office in Copenhagen has a financial manager. The Jutland office has financial support on an hour-to-hour base. The main financial manager although proving to be very competent is new to the sector. This has caused some challenges, which were exacerbated as a result of the new CISU standards being introduced at the time the new financial manager was onboarding.

Compliance: A note from the CISU control visit in February 2021, points to handful of issues.³¹ The main critique relates to the fact that the financial handbook is outdated. Handbook sections have in some cases been replaced by separate instructions and in some cases different and contradictory versions were identified. This goes for instructions related to segregation of responsibilities, to handling of accounting documents and budgeting. The control visit note also addresses issues related to attestation and certification procedures as these were found to be unclear. This was also the case with regard to responsibilities related to budgeting and revision of budgets. Moreover, a core budget which is a CICU requirement was missing. The consultant notes that not at any time have any of these issues compromised secure management of funds. The revised handbook is handed over to CISU in May.

The budget: An oversight of the revised budget 2020 clearly presents the re-budgeting related to the COVID -19 special intervention. This is helpful in specifying detailed budget lines documenting the needs in each of the four countries and the deviation in the budget compared to the original budget.

Financial management at country level: The review has not had access to detailed information from country offices. Nevertheless, it is noted that IAS-DK shows the capacity to document that costs incurred as expenditures at partner level. Likewise, it possible to establish that main financial management standards are observed in all countries.

Due to lack of banking infrastructure, South Sudan operates with only cash economy. This essentially leaves the financial management to a vulnerable situation. Nevertheless, IAS has mitigated by employing a consultant who for two weeks controlled and supported the office. This is an example of adaptive management and showing firmness in seeking to ensure solid financial management.

To tackle continuous challenges, IAS-DK in late 2019 assigned a financial controller to join the Global Team in Nairobi. This has significantly improved timeliness and quality in financial management and reporting. The controller is roaming between all four countries and acts as trainer for country offices and partners. He has proven to be highly competent and has been able to diversify and tailor his support, hence having raised financial competences in the whole programme. While based in the region, the controller has been able to travel and run control visits during the COVID-19 lock down in 2020 that blocked IAS-DK from travelling and running planned monitoring visits.

In summary, the review finds the financial human resources are sufficient and the administrative capacity highly proficient. IAS-DK shows the capacity to document costs incurred as expenditures at partner level. Some recent challenges related to compliance with management standards are in the process of being concluded. A revised, amalgamated financial management handbook is expected to be forwarded to CISU in May as requested. Financial management systems in the programme countries are found to adhere to standards and to be thoroughly monitored.

³¹ CISU: Endelig tilsynsrapport vedr. IAS forud for indsendelse af program koncept note. Final version 10-903-2021 SN & HLL.

5. Assessment of specific issues

The ToR presents three specific issues to be addressed by the review. These are supplementary to the general review and directly pertaining to the IAS-DK program. The issues raised are the following: the catalytic role of partners (also an assessment criteria area), and closely linked to this, the issue of the linkages and advocacy at national level. The final issue is the nexus and potentials for approaches related to the humanitarian field to feed into Inclusive Education.

5.1 The role of IAS-DK partners as catalysts

ToR: *“The role of IAS-DK partners as catalysts: Has the strategy of making the linkage between local civil society groups and national groups taken place - with the purpose of using evidence-based advocacy for a national impact and working towards a sustainable change? Are the local CS groups the best placed actors to advocate for national level inclusive education issues or may there be other potential partners better placed to move the agenda forward”?*

It has been questioned³² whether the local partner configuration with a range of CS groups are the best placed actors to advocate for national impact, working towards sustainable change. As a starting point, the consultant wants to make clear that the variety of local CS groups are not considered the best placed to establish the links to the national level and to run high-level lobby and advocacy related to authorities and policy stakeholders at national level. Let alone numerous logistic barriers given that the IE programme is implemented in remote areas implicates that the local CS groups and inclusive education networks will not be able to travel the distance. Moreover, capacity build to a level where for instance PSGs can handle national advocacy autonomously and strategically is not found realistic within the lifetime of the programme. Nevertheless, the local partners contribute significantly to building sustainable changes in term of norm change and social recognition of CFBLs. This is instrumental and so is their ability to bring legitimacy to advocacy at local level in addressing FDBs and local authorities.

The fact that the local CS groups and inclusive education networks are not the best placed to run national level advocacy does not make the vibrant and diverse local communities of less importance when it comes to engaging in advocacy at national level. As we are looking for evidence-based advocacy, and for this to be valid data and evidence must stem from the people on the ground. For evidence to be legitimate, it must be genuine and the result of informed actions and voices of disabled people and CFBLs themselves. This pertains to the principle ‘nothing about us without us’, a proverb that stresses that in all matters, people affected must be lead in shaping how they and their local results are represented. The principle should be clearly reflected in the structure of an organic advocacy chain, linking local to national level advocacy. Intermediary organisations, intermediators must be appointed to convey the link to national level, such as IAS and other implementing partners. In responding to the question whether there are “other potential partners better placed to move the agenda forward”, the consultant finds that a combination of intermediators – NGOs with the strength, affiliation and access to national level FDBs in strategic alliances with partners such as mainly DPOs with national outreach - will generate the most significant impact. DPOs are in general in political terms well established with relations to authorities, FDBs and to civil society policy forums. The IE programme has in particular in Kenya and Tanzania, where a DPO is sub-partner in the programme, benefitted from close affiliation

³² CISU Assessment Committee Note 2018, p. 11.

with DPOs. Based on their legitimacy and often well established policy positions, DPOs brings results to advocacy.

With respect to the local CSO inclusive education networks, it is important to avoid a 'deficiency lens' in the analysis of their catalytic role based on the fact that they do not manage to autonomously run national advocacy. Local CS communities are the very backbone of the programme in their vibrant activities at local level, establishing a conducive environment and opportunities for CFBLs that would not otherwise have been the case. Local CS groups are in many cases involved in lobby and advocacy at local level with a clear impact. Local education line ministries often have a margin of autonomy to design roll out and lay priorities for educational provision. With reference to the Sudan case, advocacy results with respect to service provision for CFBLs at local level are even seen to have a spill-over effect to the national level.

In summary, the review finds the present strategy aiming to bring the local partners, mostly small CS groups to a level where they can conduct national level advocacy will have to be revised. It is not a feasible strategy. The programme should instead involve intermediators with the strength and position to maneuver and to engage with key strategic partners, DPOs mainly, in national advocacy. However, evidence-based advocacy most build on local level results and genuinely engage local CS groups in the advocacy agendas.

The issues brought forward in this section are further elaborated in the next section, also providing a recommendation for the necessary re-strategizing.

5.2 Theory of Change, linking local to national and moving advocacy results at local to national level

ToR: *Looking at the Theory of Change in Phase 2, what factors need to be in place in order to be able to move from objective 2 on to objective 3? Explore issues of how it is possible for advocacy at very local level CS groups to move beyond the local government level up to national level. Taking examples from Kenya and South Sudan into consideration.*

With respect to bringing advocacy to the national level, the programme has taken it quite far. Based on the continuum from phase 1 to phase two, with a significant disruption in 2020 due to the COVID-19 and lock down at various levels, the consultant finds progress has been relatively impressive even the level of success differs from country to country. The annual report from 2019³³, at the time of only one year of implementation concludes that Kenya, Sudan and South Sudan all have become members of their respective country's national education coalition chapters under the Global Campaign for Education for All, the GCE. The programme is part of the coalition in Sudan named SCEAFA, in Kenya it is the Elimu Yetu Coalition. In Tanzania unfortunately the process of joining the national education coalition, the TENMET was delayed. As a faith-based organization, the IAS partner, FPCT, was in the first place excluded from joining the coalition but have since become a member and is moving quickly forward.

In South Sudan, NCDO which is the IE Programme's implementing partner to IAS is not only a member of the National Education Coalition but also attends monthly meetings organized by the coalition and also Education Cluster in the capital city of Juba. However, one of the main challenges noted in South Sudan is that the local CS groups in the target area of Terekeka have very little capacity to engage in

³³ IAS: Equal Education Opportunities – Annual Report 2019.

dialogue with decision/policy makers at the national level due to low levels of education. Since the main focus of the next phase is on advocacy at the national level where the CS groups are expected to play a key role by themselves, it will be a challenge and very unlikely that South Sudan country programme will reach national level advocacy and other intended objectives.

Recommendation 4: *In view of this, it is recommended that South Sudan country programme be phase out either at the end of the current phase (Phase 2) or in the first year of the next phase (Phase 3). A clear and elaborate exit strategy with actionable plans should be put in place for the country, indicating what needs to be done to continue and sustain the efforts build over the years in the Inclusive Education Programme.*

With membership of these coalitions, the basic structure to advance advocacy at national level can be claimed to be in place. The question posed is however more specifically on the capacity of the local CS groups to move beyond the local government level to run such advocacy at the national level. As concluded in the previous section, it is not realistic for the local CS groups to move beyond local advocacy. Rather, they should be celebrated and the programme shall ensure capacity building so they understand their role and will be able to maintain the local inclusive education networks beyond the IE programme.³⁴

As evidence based advocacy stems from the implementation this is where the local networks have their indispensable role as catalysts. The transmission of result, messages and approaches, the evidence, to inform national level advocacy will need conveyors, intermediators to represent the local level at the national level. This is already in process with IAS opting to liaise with national partners with a recognized influential role. As stressed in the previous section, additional strategic advocacy partnerships may be identified for the next phase.

In building an organic advocacy flow from local to national level, managed by intermediators, it is a key challenge is to avoid tokenism. It is instrumental that local CSOs and the inclusive education networks are given a voice and a platform for real participation in the advocacy chain and in selecting and packaging the evidence emerging from local level. Evidence-based advocacy at national level requires transparency and accountability in the involvement of CS groups. In analyzing advocacy results based on an organic chain model, with intermediators to support advocacy, it is noted that some steps have already been initiated. See the Sudan case below.

Sudan case

Sudan stands out with respect to building an organic chain between local and national level in advocacy, also with respect to involving local CS groups, and FSGs in particular are afforded representation in advocacy events at state level.

IAS and Zahra, the local partners have separate roles and responsibilities, but run close coordination accordingly. Zahra is attending all the coordination meetings with the government at local level and at times also at state level. The IE programme has built links between local and state level, linking the IE programme team up to legislative bodies within the Ministry Education, MoE and Ministry of Health, MoH and the High

³⁴ According to Joshua Nyamori, the catalytic approach is evolving and strengthen the independence, the space, the diversity and capacity of the local CS networks to influence and promote the realization, their capacity level is still insufficient and does not yet allowing them to fully independently run innovative advocacy and to document this at local level.

Council of PWDs at state level. The advocacy work has been strong and targeted, resulting in the IAS and the local partner Zahra being appointed as technical advisors to the state government council on disability in South Kordofan State. The council is chaired by the governor of the state and with representatives of other key state ministries, hence truly high level and with a significant decision power. The mentioned council is directly linked to the federal level, to the Minister's Council in Khartoum. This linkage has generated results at the federal level, including concrete support to the local IE programme level provided from a Khartoum federal medical campaign, including headphones for children with hearing impairment, eyeglasses and medicine for some children have psychological trauma. Moreover, lobby resulted in three children getting access to operations in Khartoum. With a wider application, CWDs in the local area have been exempted from paying school fees and a health insurance card for all the registered CWDs with disability has been provided.

The IE programme builds synergies among the civil society and authorities, in ways that lend an eye to sustainability. Lately, the programme has signed MoUs with the Dilling university aiming to establish a faculty specialized in the education of CWDs and to stimulate university research on CWDs. The programme has a MoU with the National Student Welfare Fund and with the High Council of People with Disabilities. In collaboration, they lobby Zakat³⁵ and social welfare resources at state level to support and ensure continued education opportunities for CWDs beyond the basic education.

Recently, IAS Sudan was elected chair of the newly established disability working group under the National Education Sector Cluster. This is truly an outstanding achievement, proving the relevance and proficiency of the advocacy undertaken within the IE programme.

To optimize the results from national level advocacy, the programme should review the actual outcome. All countries have developed national advocacy strategies with the purpose of contextualizing and tailor advocacy to fit the specific national level. However, to operationalize advocacy, interventions should be significantly more targeted. This includes clear identification of policy priorities. Members of the education coalitions have different key priorities, not all of them favoring inclusive education implying influence may require actively forming sub-groups to pursue one's own agenda. Such ambitions for effective advocacy are high and may call for additional strategic and technical support to IAS and partners to reach the targets.

The consultant finds other issues which need special attention. One is the role of the intermediary in relation to their collaboration with the CS groups which needs to be specified. Yet another issue is documentation of evidence and utilization of this in national level advocacy. This has proven to be a challenge in the IE programme as the responsibility so far has been left with CS groups and teachers despite their lack of sufficient skills.³⁶

Recommendation 5: It is recommended that IAS undertake a thorough analysis and redesign aspects of the national level advocacy. This includes a range of steps to be taken: (i) develop action plans with clear performance targets, (ii) systematize documentation of results, (iii) proficiently package local level evidence to be utilized in national and international advocacy, (iv) engage in alliances with prominent national level actors where possible and eventually and (v) establish procedures for genuine inclusion of local CSOs.

In summary, the review finds that progress has taken place with respect to national level advocacy which is informed by contextual analysis. Engagement with national education coalitions have been established except from South Sudan where capacity remain inferior, implying it should be

³⁵https://www.muslimglobalrelief.org/zakat/?gclid=CjwKCAjw3pWDBhB3EiwAV1c5rDPaIDxoB9qEQppiBcQ1ICXmsl_X-xzah5bAs6zQ_AY_Zztr79fD2RoCR4oQAvD_BwE.

³⁶ IAS: Annual report, Equal educational Opportunities, 2020.

considered to exclude South Sudan from the third phase of the programme. The review finds a general need to re-evaluate the outcomes, i.e. to upgrade with clear focus, clear targets and more solid monitoring of results. Likewise, IAS should explore how to reconfigure and establish new strategic influencing partnerships, involving DPOs and at the same time, ensure designated role and participation of the local inclusive education communities. The aim is to establish a genuine organic link from local to national advocacy.

5.3 Nexus

ToR: *To what extent does IAS use their approach to education in emergencies (from humanitarian interventions) strategically in their programme approach to IE. Are there potential synergies between the IE programme and other nexus/humanitarian interventions in the area of IE, which could be strengthened?*

Protection and education in emergencies, EiE are areas the review finds could potentially add value and synergy to inclusive education.

Protection: The protection framework brings additional approaches to support CFBLs that goes beyond learning. The protection framework, with an origin in the humanitarian field comes with a holistic approach, with an emphasis on child development and well-being, which compared to education and learning is equality important for CFBLs to thrive and obtain skills and competences. Development and wellbeing is considered the foundations for learning.³⁷ Bringing development and well-being into the equation allows a focus on “the whole child” which is particularly important when working with some of the most vulnerable of all. A disabled girl child living in a very remote area may be seen as the most vulnerable among the vulnerable.

Education in Emergencies, EiE: IAS has already started the work of adopting approaches originating from education in fragile contexts. EiE comes with a widely tested toolkit developed by the Inter-agency Network for Education in Emergencies, INEE, providing standards, principles and guideline for systematized protection and special support. It is all very comprehensive and IAS must decide how to embark on this and how to mainstream protection, including also school related issues. In this regard, the framework from UNESCO for effectively addressing sexual violence in schools, School Related Gender Sexual Violence, SRGBV may benefit as it provides a framework for systematically combatting violence and harassment in schools.³⁸ This aligns with the general safeguarding policy in process of being developed by IAS-DK.

Child Centered Approach: CWD and CFBL are socially and psychologically challenged and may be found to be affected by bullying and stigmatization. Pedagogical support in schools may include more extracurricular activities and afterschool clubs³⁹ as safe spaces. This should be further explored in the next phase, considering also to give children a more central role. CFBLs have rights exactly as other children as outlined in the conventions, UNCRC and the ACRWC, where it is emphasized that vulnerable children must be granted special attentions and fortified protection. Based on the conventions, children should be consulted on issue important to their case. The IE programme should consider adopting a

³⁷ <https://inee.org/collections/eie-toolkit/access-and-learning-environment-standard-2-protection-and-well-being>.

³⁸ <https://www.unicef.org/documents/global-guidance-addressing-school-related-gender-based-violence>; <https://en.unesco.org/themes/school-violence-and-bullying/school-related-gender-based-violence>.

³⁹ The present school clubs are not equally well functioning in all countries and could benefit from a make-over.

more child centred approach⁴⁰, thus bringing the CFBLs into a new position in the programme.⁴¹ A child centered approach calls for working *with* and *by* children – opposed to the present modus solely working *for* children. It should be noted that the process of bringing children into a more central position has already been initiated in the present IE programme. Children should be consulted as the CFBLs are the ones living with the challenges and they are hence well positioned to give inputs to make support and services even more relevant and targeted. Obviously, an applied approach will be needed, taking into account the aspects of disablement facing CWD and CFBLs.

Recommendation 6: *In recognition of the vulnerability of the CFBLs, it is recommended that IAS revise their approach to CFBLs and education to include a focus on protection, also drawing upon the EiE toolkits. IAS shall decide on how to tailor the design and mainstreaming of protection in the IE programme, with a view to both institutionalization and support to mitigate social and psychological distress.*

In summary, the review finds that protection and education in emergencies, EiE are areas that could potentially add value and synergy to inclusive education. In recognition of the wider vulnerability of CWD and CFBLs, the programme should decide on how to bring a systematized protection scheme into the programme to mitigate social and psychological distress related to the vulnerability of CFBLs. Related to this, also the many tools originating from EiE could be helpful. Moreover, the need for adopting a more explicit child centered approach – calling for an applied approach taking into account the aspects of disablement facing CWD and CFBLs.

6. Conclusion and recommendations

Main conclusions according to the CISU assessment criteria are presented in the table below, covering both (i) Capacity assessment of applicant and partners and (ii) Results, overall progression, and learnings in existing phase:

#	Assessment criteria	Main conclusions
CAPACITY ASSESSMENT OF IAS-DK AND PARTNERS		
1	Organizational capacity and popular engagement	IAS-DK holds significant capacity to manage the IE programme. IAS-DK demonstrates firmness and a high level of responsiveness, proven due diligence and agility in respect to adopting solution and benefitting from opportunities occurring, also reflecting solid contextual knowledge. IAS is a strong nexus organisation as the programme portfolio includes a number of humanitarian programmes. IAS is also a triple nexus organisation, due to their operational activities in a number of conflict prone countries. With respect to nexus, IAS-DK focusses on expertise within EiE. On popular engagement, see # 12.
2	Financial management and administrative capacity	The financial human resources are sufficient and the administrative capacity highly proficient. IAS-DK shows the

⁴⁰ <https://www.piptree.com.au/benefits-child-centred-education>.

⁴¹ The lack of voice of the CFBLs was also emphasized in the CISU Assessment Note from 2018.

		<p>capacity to document that costs incurred as expenditures at partner level.</p> <p>Some recent challenges related to compliance with management standards are in the process of being concluded. A revised and amalgamated financial management handbook is expected to be forwarded to CISU in May as requested. The issues solely pertained to compliance, never compromising actual solidity of financial management. Financial management systems in the programme countries are found to adhere to standards and to be thoroughly monitored.</p> <p>It has highly proficient staff and strong systems in place, both at the office in Denmark and in the wider system, including the Global Team based in Nairobi.</p>
3	Analytical capacity and learning	<p>IAS-DK holds a strong analytic and learning capacity. This is reflected in the established structure and procedures aiming to advance learning and it is evidenced in the comprehensive context analysis and evidence-based learning deriving from the IE programme performance.</p> <p>Recommendations from the 2018 review have been systematically addressed by IAS-DK. Quite a number of the 2018 recommendations revolve around partners and advocacy. Despite significant progress, these remain issues implying in particular advocacy continuous to be drawing attention, also in this present review.</p>
4	Delivering and documenting results	<p>Despite the challenges, in particular with respect to the effects of the COVID-19, the IE programme has performed well and are achieving set target, hence delivers results. Nevertheless, documentation of local results requires further attention.</p>
RESULTS, OVERALL PROGRESS, AND LEARNING IN PRESENT PHASE		
5	Strategic orientation: Strengthening civil society in the Global South and relevance to the SDGs	<p>The strategic orientation on strengthening civil society is significant and highlighted in IAS strategies and in the IE programme document. The relevance with respect to the SDGs is noteworthy, with indicators referencing directly to SDG4 and specific targets pertaining to Inclusive Education.</p>
6	Relevance of civil society partners and relevant networking/global connectedness	<p>Civil society is assessed to have a key strategic role. The application and balance of the change triangle is sound albeit a review of the specific dynamics are recommended. The IE programme has in all countries been very successful at local level building communities of action for CFBLs with a truly diverse portfolio of CS actors engaged. The programme is well connected internationally, via in each country to be directly connection to the GCE campaign.</p>
7	Theory of Change and program synergy	<p>Coherence and synergies are well reflected and captured via the reflective practices and learning consolidated across the countries. The Theory of Change is well designed, and presents the causal chains of effect. Likewise, with two parallel streams it works to represent the nexus framework of the programme.</p>
8	Results framework and M&E system	<p>The M&E system is solid with local result frameworks specifying benchmarks and targets. The reporting cycle is streamlined with proper knowledge management emanating from reflective</p>

		practices. The annual conferences are markers of the strong knowledge management.
9	A human rights based approach (HRBA)	The IE proves a strong alignment to human rights based approach, based on the PANT principles. In addition, the programme would benefit from applying a stronger focus on child rights.
10	Sustainability	Sustainability is addressed at various levels. Organizational and financial sustainability are promoted via supported resource mobilization (Kenya, Sudan). Capacity building is the main source to sustainability. Sustainability issues should in particular be observed with respect to re-entering children back into schools after COVID-19.
11	Financial resources and Cost Level	Budget execution in 2019 was close to the budgeted level. IAS was in 2020 granted a budget revision in 2020 allowing for 16 % of the budget to be re-designed to accommodate for COVID-19 mitigation. Moreover, IAS has managed to make use of unallocated funds.
12	Popular engagement and development education	The review finds popular engagement and development education to be ambitious, of high quality and innovative relative to the size of the organization. The affiliation with professional communities in Denmark along with international forums proves the ambitions and commitment.

7. Recommendations

The six recommendations are listed below:

- Recommendation 1: Based on the change triangle, and while moving towards a third phase, the IE programme should undertake a thorough review of the particular causal effects and development synergies in the present programme composition to be able to capture the most effective of the underlying development dynamics.
- Recommendations 2: The IE programme would benefit from adopting principles and standards pertaining to child rights. IAs would have to decide and tailor mainstreaming of such principles into the programme.
- Recommendation 3: With reference to the COVID-19, it is recommended that the IE programme assesses strategies and set targets to reflect a potentially less conducive environment and concrete challenges that may occur during 2021, but equally impacting also the third phase of the programme.
- Recommendation 4: In view of this, it is recommended that South Sudan country programme be phase out either at the end of the current phase (Phase 2) or in the first year of the next phase (Phase 3). A clear and elaborate exit strategy with actionable plans should be put in place for the country, indicating what needs to be done to continue and sustain the efforts build over the years in the Inclusive Education Programme.

- Recommendation 5: It is recommended that IAS undertake a thorough analysis and redesign aspects of the national level advocacy. This includes a range of steps to be taken: (i) develop action plans with clear performance targets, (ii) systematize documentation of results, (iii) proficiently package local level evidence to be utilized in national and international advocacy, (iv) engage in alliances with prominent national level actors where possible and eventually and(v) establish procedures for genuine inclusion of local CSOs.
- Recommendation 6: In recognition of the vulnerability of the CFBLs, it is recommended that IAS revises their approach to CFBLs and education to include a focus on protection, also drawing upon the EiE toolkits. IAS shall decide on how to tailor the design and mainstreaming of protection in the IE programme, with a view to both institutionalization and support to mitigate social and psychological distress.

