2016:5 Sida Decentralised Evaluation

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Evaluation of Sida's International Training Programme in Child Rights, Classroom and School Management

Final Report

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Abbreviations and Acronyms

CRC	Convention of the Rights of the Child
CSO	Civil society organisation
CTFM	Child-Friendly Teaching Model
DAC	Development Assistance Committee
ITP	International Training Programme
LU	Lund University
LUCE	Lund University Commissioned Education
NGO	Non-governmental organisation
PPP	Provision, protection and participation
SCI	Save the Children International
SIPA	Strengths, Improvement Points, Possibilities, Attention points
ToR	Terms of reference

Preface

This report, which has been commissioned by the Capacity Development Unit at Sida, presents the Evaluation of Sida's International Training Programmes in Child Rights, Classroom and School Management.

The evaluation assesses relevance, effectiveness, efficiency and sustainability and presents results achieved at micro, meso and macro levels.

The evaluation was undertaken from May 2015 to January 2016 by an independent evaluation team consisting of:

- Cecilia Ljungman (Team Leader)
- Monika Lundin

Quality assurance of the methodology and reports was provided by Ian Christoplos, while Sarah Gharbi managed the evaluation process at Indevelop.

The evaluation was managed by Indevelop and implemented jointly with Tana Copenhagen, commissioned through Sida's Framework Agreement for Reviews and Evaluations with Indevelop. Jonas Wikström was the Evaluation Manager at Sida.

The evaluation team would like to express its sincere gratitude to the large number of people for their constructive contributions in this evaluation process. A particular thank-you to all change agents, school staff and children who welcomed us, opening their hearts and minds, eagerly sharing their experiences. The substantial logistical support provided by change agents in Zambia and Indonesia enabled the evaluation team to focus fully on the task at hand. Support from and discussions with LUCE and programme mentors have been very valuable. We want to extend special thanks to one mentor in particular, Bodil Rasmusson, who accompanied the evaluators on both field visits. We will not forget your expertise, energy, warmth and patience throughout the time we spent with you.

Executive Summary

The International Training Programme (ITP) "Child Rights, Classroom and School Management" (hereinafter referred to as *Child Rights in Education*), was initially procured by Sida in 2002 from Lund University. Since then it has trained 630 participants or "change agents" through 21 training "batches" of 30 participants each. The programme has ended with the last training batch taking place in 2015. It is not clear if the programme will continue and if it does, in what form. This evaluation of the programme focuses on the years 2009 to 2015. It assesses effectiveness, relevance, sustainability and efficiency; identifies the direct and indirect results; and, establishes lessons learnt with a view to future ITP development. The review consisted of i.a. extensive desk reviews, field visits to Indonesia and Zambia, a desk study of Tanzania and a full-day workshop with LU staff.

Targeting school-, mid-, and national level professionals from the education system in mostly 16 countries, the *Child Rights in Education Programme* aimed to develop capacity to ensure children's right to:

- A relevant and quality education;
- An education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background; and
- Participate in community life as active citizens.

Relevance

The Child Rights in Education International Training Programme was highly relevant to the approach of improving the i) wellbeing and protection of children; ii) retention of children in schools; and, iii) educational results of children through the promotion of child rights in classrooms and schools. It was thus relevant to most global and national educational policies and objectives, while making use of Sweden's expertise in child rights – an area of which it has long been at the forefront.

Effectiveness

The Programme was successful in producing a cadre of change agents committed to making a difference for children in the school system. Already after the first weeks of training, the programme was able to significantly change the perspectives and attitudes of the participants. The progressive **teaching methodology** provided over five phases by a team of highly committed, supportive and experienced mentors; combined with the smooth and **professional administration** undertaken by LUCE were the central factors contributing to the impressive output. The fact that LU ran the training programme for over 10 years and regularly critically reflected upon its work during that timeframe, allowed the programme to develop and hone good practices.

Over time the training programme **achieved outcomes** and contributed to other indirect results in the concerned developing countries at individual, micro, meso and macro levels. Some examples of these include the following:

- At the individual level change agents changed attitudes of principals, teachers and students – and thus sowed seeds among community members for realising child rights;
- At the micro level schools were transformed organisationally, academically and psycho-socially;
- At the meso level pilot schools' successes were replicated and scaled up and new improved curricula and teacher training efforts were established; and,
- At the macro level new national education policies were put in place.

The paths chosen by change agents to **achieve wider effects** from their initial change projects have varied, depending on opportunities and funding available. Some change agents and their networks decided to pilot initiatives at the school level, sensitise the central level of the achievements, then proceed towards a country-level roll-out via the sub-regional level. Successful examples of this are found in Cambodia. The approach of recent projects in Lusaka and in some of the Tanzanian projects also involved starting at the school level, but then leveraging the central level to persuade the meso-level authorities (province) to take the changes on board. Meanwhile, in the Copperbelt province of Zambia and in Kerala, the change agent networks started locally and then systematically built a critical mass at the sub-regional level while gradually working towards the macro-level. Change agents in other countries, such as Indonesia (Central Java) and China (Inner Mongolia), focused on creating a critical mass of change projects within universities, with limited aspirations of influencing overall educational systems. Instead, focus was placed on building the child rights competence of teachers.

There have been several factors that have **enabled outcomes and wider effects** in the concerned countries. To begin with, **networks** of change agents have played a critical role. They have increased the likelihood of wider effects, greater institutionalisation and enhanced momentum for change. Indeed, in several countries networks brought micro level successes to the attention of decision-makers, devised strategies for replication, scaling up, policy change and institutionalisation.

Second**, recruiting** the right type of participants has been the key factor for achieving country level results. Candidates with strong leadership, organisational and communication skills as well as being placed strategically in the educational system have made a significant contribution to results. LU's recruitment of change agents also considered their ability to engage in and bolster emerging networks of former participants in a relevant way. Geographical co-location therefore also became important. Having teams of three from different administrative levels in each country also contributed positively to results. Drawing on the emerging networks to help identify new candidates for the training programme was generally a useful and cost-effective strategy, but devoting resources towards establishing a solid overview of country's relevant actors and processes was still much needed.

Third, LU's **training** – including the content, approaches, mentoring support and the experience of Sweden and Swedish approaches to child rights in education –played a central role for enabling results. Fourth, some **country contexts** have been enabling. This includes ones with supportive supervisors and national policies and strategies that promote child rights to, in, and through education.

In most countries change agents also had to address **factors obstructing change**. Resistance to change as a result of religious values, engrained didactic methods of teaching, cultural practices and disciplining approaches that involve violence have been obstacles faced at some level by most of the change agents. In countries where corporal punishment in schools is permitted, like Tanzania, Indonesia and Mozambique, addressing children's protection has been particularly challenging. Another key constraining factor for most change agents was limited access to resources for change initiatives.

In some countries, even those with a large number of former participants, both results and networks have been **less notable**. From the data gathered, the evaluation team has not been able to fully pinpoint why and what could have been done differently. The recruitment barriers set by the low levels of English skills in some countries have certainly been a constraining factor. In other cases, LU may have had difficulties in finding the most effective entry into the educational system; LU may have relied too heavily on a set of too similar types of change agents; or, perhaps the national structures are too difficult to influence in an effective way.

There are also indications that greater effects might have been possible in some circumstances. This includes missed opportunities to create synergies and build on or link into ongoing processes funded by other donors. LU often lacked the overview at country level to identify potential synergies. However, correctly navigating the development cooperation community and recognising potential opportunities could not be fully expected of mentors who normally do not operate in this context. On the other hand, in some instances, Swedish embassies could potentially have played a greater role in making introductions, identifying opportunities and promoting linkages. Likewise, Sida in Stockholm could have linked LU with other organisations supported by it, in particular those with overlapping interests – such as Save the Children International, Plan International and perhaps the Raoul Wallenberg Institute.

Sustainability

The evidence gathered shows that the sustainability of the capacities developed among the participants is generally high. The extent to which the programme's direct and indirect effects at country level – on creating a momentum for realising child rights to, in and through education –will be sustained and continue to grow depends largely on the strengths of the change agent networks. In countries where networks have developed into robust entities – such as in India, Uganda, Namibia and Cambodia – future prospects are bright. With the threat of the temporary or permanent cessation of the training programme, many of the networks in the other countries have

stepped up efforts to consolidate themselves, which shows promise. In this process they will need to design their respective form, path, structure and purpose – including their relationship with other CSOs and CSO platforms active in the area.

For countries that have a large number of former participants, the marginal value of gaining more change agents trained in LU is decreasing. Indeed, change agents in Zambia generally felt that it was time to turn the page and focus on building a national institution that can develop domestic capacities in child rights and education. This would be the most effective way to sustain the momentum for child rights change in education. They would, however, like to obtain some form of technical assistance from LU in the start-up phase of such an initiative.

Recommendations/Lessons Learnt

It unclear at the time of writing whether Sida will fund an international training programme related to child rights in education in the future. Given i) the high relevance of the subject area; ii) the ability to achieve results on the ground; and, iii) Sweden's leading expertise in the area:

1. Sida should strongly consider continuing the Child Rights in Education International Training Programme. It could include new countries/sub-regions as well those countries that still might need strengthening. To ensure an effective "handover" in the current interim period, Sida should consider ways to support change agents at the country level. For example, in countries in which change agents are prepared and willing to build local capacities and structures using the LU approach, it could provide technical assistance by drawing on LU expertise through the new Child Rights Institute.

2. When Sida prepares tender documentation for ITPs and when organisers implement international training programmes, they should take into consideration the importance of **change agent networks** of former participants for added momentum to change processes, improved prospect for institutionalisation and continued results. If supporting the development of change agent networks is deemed viable in a given ITP context, networks should be supported to reach a **critical mass** and a **good mix** of participants – including strategically placed change agents – to allow them to play an effective role.

3. When Sida prepares tender documentation for ITPs and when organisers implement international training programmes, they should take into consideration the use of country level change agent networks for **recruiting** new training participants. However, this does not replace the need for a solid understanding of the country context – including both relevant actors, institutions and ongoing change processes – to serve as a basis for a quality **recruitment strategy**. In addition, recruitment strategies should consider:
   - The importance of supportive **supervisors**;
   - How a **poverty perspective** can most effectively be applied;
   - That poor **English language** skills typically present a greater challenge in terms of achieving outcomes; and,

- Recruiting consecutive candidates from a **sub-region** helps create the number of change projects to reach a critical mass but limits prospects for wider institutionalisation.

4. When Sida prepares tender documentation for ITPs and when organisers implement international training programmes, they should apply the **five-phase ITP structure** with a project component and a supportive set-up of mentors and peers. ITP participants should be considered as **change agents** from the very start. The benefit of undertaking training in **Sweden** – which can provide ideas, approaches and inspiration –should not be underestimated. To ensure that change projects can be replicated and scaled up, capacity to **mobilise resources** is needed among the change agents. Where present, **Swedish embassies** have a role in helping to navigate funding opportunities within the development cooperation community**. Impact seminars** can be considered every few years to offer a useful opportunity for change agents to share knowledge and experience and learn from each other's work.

5. Sida and ITP organisers should promote **more and wider effects** at country level by:
   - Ensuring that the training is transformative by i.a. getting participants to adopt the identity of agents of change;
   - Understanding the relevant processes at country level, including the extent to which there are supportive policies and legislation to build on;
   - Developing relations with key strategic actors – such as donors, CSOs and national structures that can increase opportunities for strategic recruitment and/or potential synergies between change projects and other initiatives – including the possibility funding for bringing pilot initiatives to scale; and,
   - Promoting an effective management of Swedish development support in which ITPs constitute integrated parts of the Swedish development cooperation efforts.

6. If the Child Rights in Education ITP is re-launched, Sida and the future organiser should ensure that child rights is taught in both **theory and practice** and that a human rights based approach underpins the training. In particular, change agents should understand the best interests of the child and that children knowing and claiming their rights is fundamental and cannot be substituted by adult awareness of child rights. **Gender equality** concerns should be strongly integrated and **poverty concerns** deliberately considered – particularly in relation to the country level approaches and not least where women's and girls' rights represent a strong potential conflict between religious and rights-based values. Importance should be given to **communicating results** to officials, decision-makers, the media and the public to promote a momentum for change. Change agents should be equipped with useful and practical tools and approaches to both **positive discipline** and overcoming **resistance to change** – preferably based on good practices in other developing countries.

1 Introduction

1.1 BACKGROUND

The International Training Programme (ITP) "Child Rights, Classroom and School Management" (Hereinafter referred to as *Child Rights in Education*), was initially procured by Sida in 2002 from Lund University Commissioned Education (LUCE, previously Lund University Education AB). The programme was conducted eleven times between 2003 and 2009. Since then, two more programme periods have been implemented, bringing the total number of trained batches to 21. Each programme has cost approximately SEK 5,250,000 (based on 2009-2012 average cost) which amounts to about SEK 110,250,000 over the thirteen-year period, excluding costs for the Impact and Dissemination Seminars.

The programme has ended with the last training batch taking place in 2015. It is not clear if the programme will continue and if it does, in what form. In any case, given the time it takes for an open procurement process, a new programme would not be launched until 2017 at the earliest.

This report is the evaluation of Lund University's ITP in child rights in education with a focus on the years 2009 to 2015. It assesses effectiveness, relevance, sustainability and efficiency. This chapter presents the objectives of the evaluation, outlines the methodology applied and provides an overview of the structure of the remainder of the report.

1.2 PURPOSE AND OBJECTIVES

The purpose of the evaluation is to systematically review the results and experience of *Child Rights in Education* as a basis for future programme development. The overall objectives include i) identifying positive/negative and intended/unintended results of *Child Rights in Education*; and ii) drawing lessons learnt from the implementation process with a view to future programme development.

1.3 METHODOLOGICAL APPROACH

The evaluation has been conducted from May 2015 to January 2016. Based on the Terms of Reference (Annex 2) the team devised an evaluation framework (Annex 1) to guide the evaluation. The constructive collaboration with LU and solid level of participation and engagement from former participants resulted in a relatively comprehensive set of data. The data was collected using the techniques outlined below.

1.3.1 Documentation review and analysis

Among the documents reviewed by the team reviewed are the following:

- List of participants since 2003
- Annual reports to Sida since 2010
- A selection of change project reports prepared by participants
- A selection of reports prepared by mentors after country level visits
- A selection of training materials
- Reports from the Impact and Dissemination Seminars – "Taking Child Rights Seriously and "Enforcing Child Rights Globally"
- Good practice stories prepared by the mentors
- Sida's policies, ITP documentation, assessment memos and basis for decisions memorandums
- Spin-off articles, theses and communication material
- Reports from stakeholders at country level
- Sida reports and policies

1.3.2 SIPA workshop

On September 17, 2015, the evaluators conducted a participatory SIPA workshop to assess **S**trengths, **I**mprovement Points, **P**ossibilities and **A**ttention Points with LUCE and the five mentors of the programme. The SIPA analysis applied an appreciative inquiry approach, focusing on building on positive aspects of what already exists and identifying areas for improvement. The workshop provided some input in relation to the upcoming Impact and Dissemination Seminar (February 2016). The evaluators provided LUCE and mentors with concrete suggestions on how to improve the pre-conference questionnaire and survey.

1.3.3 Interviews with stakeholders

In Sweden, the team interviewed LUCE staff, LU lecturers/mentors, staff at a school in Lund and the Sida officer responsible for the programme. In addition to the interviews and discussion held during the two country visits, the team undertook phone interviews/email correspondence with stakeholders from Tanzania. The list of informants is included in Annex 3.

1.3.4 Country case studies

In line with the terms of reference, the team undertook visits to Central Java[1] in Indonesia and Zambia. To ensure a broader base of data upon which to draw conclusions, the team also conducted a desk study of Tanzania and light touch reviews of the projects in Cambodia, Inner Mongolia (China), Kerala (India), Malawi, Mozambique, Namibia, South Africa and Uganda.

The criteria used to select Zambia, Central Java (Indonesia) and Tanzania as case studies included:

[1] The programme includes participants from three regions within three large countries: Central Java (Indonesia), Kerala (India) and Inner Mongolia (China). Since the change projects in these countries have only focused on the sub-national level, this report refers to the respective regions instead of the country.

- A wide range and a large number of former participants (10 batches) in the country – including former participants from before 2009 – and at least 4 batches of participants since 2010;
- The potential of combining the field visits with a LU mentor trip (to ensure greater potential for and more efficient data collection);
- The representation of two different continents and at least one Swedish priority development partner country in the selection;
- The existence of other Swedish initiatives with which there is potential for synergies (governance, education sector, etc.).

The visit to the Copperbelt Province and Lusaka province in Zambia took place between October 24 and October 31, 2015. Meetings, interviews and focus group discussions were held with:

- Government employees – including the Permanent Secretary at the Ministry of Education, the Director and Assistant Director of Distance Learning at the Ministry of Education, the Provincial Education Officer in Ndola; and the Provincial Education Standards Officers for the Copperbelt and Lusaka;
- Change agents[2] (23 – including teachers, principals, ministerial educational officials, provincial education officials, district education officials and teacher training college staff) from four provinces;
- Staff representing a total of 13 schools;
- Student council representatives from 7 schools;
- Representatives of the Head Teacher Union;
- Parent association representatives;
- Save the Children;
- The Human Rights Commission.

Visits were undertaken to four schools. The evaluation team also participated in a national results workshop organised by the Copperbelt province that was attended by nearly 200 stakeholders, including over 40 students. Additionally, the evaluation team took part in the annual change agent network meeting.

The visit to Solo and Magelang in Central Java (Indonesia) took place between November 1 and 8, 2015**.** Meetings, interviews and focus group discussions were held with:

- Government employees – Solo Municipality in charge of Child Friendly Schools, representatives of regency-level Women Empowerment and Child Protection office in Magelang;

[2] The training programme participants from the concerned developing countries are mostly referred to as change agents in this report, in line with the terminology used by LU and the participants themselves. LU and the participants regard the programme not only as a means to receive training, but as a transformative process towards becoming a lifelong agent of change for child rights. This is discussed further in section 0.

- Change agents (20 representing university staff, teacher training college staff and principals) from both locations;
- Representatives of the National Board of Muhammadiyah, Board of Muhammadiyah University (UMS) in Solo and Education Division of UMS;
- Staff representing a total of four schools;
- Student council representatives from four schools;
- Representative of the teachers' union;
- Members of school committees from three schools;
- The NGO KAPAS (focused on juvenile justice issues);

Visits were made to four schools, two in each location. The schools in Solo were religious-based and private Muhammidiyah schools, while the schools in Magelang were government run. Three out of the four schools visited were headed by a headmaster change agent.

The desk study of Tanzania was based on change project reports from 12 change projects, three impact seminar reports, mentor reports, interviews with mentors and Skype discussions with a few Tanzanian change agents. The evaluators also relied on previous knowledge and experience of child rights work and child rights actors in Tanzania.

The light touch review of results in eight countries took into account change project reports, mentor reports, interviews with mentors, impact seminar reports and other documentation available such as media articles, research projects and videos.

Since the terms of reference emphasise the identification of results achieved, the team collected evidence of what has been achieved, and worked backward to determine whether or how the training contributed to the change – rather than measuring progress towards pre-determined outcomes and objectives. This method, based on the outcome harvesting approach, was especially useful given the complex programming context in which i) results could not be predicted and ii) the existence of a number of actors and factors that effected outcomes.

In relation to the task set out by the ToR and the inception report of categorising the change projects, the team learnt that LU had its own way of classifying the change projects by both theme and system level. Instead of re-inventing a categorisation system which would have required considerable knowledge of each of the 200+ change projects, the team has used in LU's categories.

To complement LU's classification, and due to the importance of the role of networks for results in programme countries, the evaluation team, with support from the mentors, has classified networks in term of how functional they are.

1.3.5 Limitations

While the team has collected a relatively significant amount of data, there are some methodological limitations. To begin with, due to limited resources, the team only

visited two countries to verify results and appreciate the extent of achievements at this level. While the availability of secondary data allowed for additional analysis as well as triangulation of results data in other countries, comprehensive verification was limited. The evaluators therefore have been conservative in reporting on these results and ascribing statements to the respective data sources.

Due to resource constraints and the prioritisation of the country visits, it was agreed with Sida not to conduct a survey. This has primarily effected the amount of quantifiable and comparative data from the participating countries and their change agents.

The evaluation team did not have the opportunity to experience the training phase in Lund, a progress workshop nor an impact seminar. Neither was it possible during field visits to see first-hand how change agents applied the methods and approaches they learnt in Lund. Approaches were in this respect discussed rather than demonstrated. Nevertheless, reviewing the teaching material, interviewing participants and in-depth conversations with mentors, lecturers, change agents and resources persons provided a relatively comprehensive picture of the training approach and its application in practice.

While the team met with a number of student council members from different schools in Zambia, it did not interview children who were not members of student councils. In addition, there were few opportunities to speak with students without the presence of adults. While the staff and students were very forthcoming in discussing both successes and problems faced, data could not be collected on the views and concerns of the rest of student body – and in particular, more marginalised students. While such information would have provided a richer dataset, the evaluators do not believe that the overall findings would have been substantially different.

In Central Java, language constituted a barrier in relation to discussions with children. Translation was primarily provided by change agents themselves, or English language teachers, in the schools visited. Although stakeholders easily discussed successes in connection to their own schools, challenges tended to be discussed in general terms by school staff (and to some extent with students).

LU's categorisation of change projects was based on the mentors' in-depth knowledge of each change project, but exactly how criteria were applied for the thematic categories was never made fully clear to the team. As discussed in section 3.8, however, since the data collected showed little connection between a project's type and its success, this information is of less importance.

1.4 STRUCTURE OF THE REPORT

This report consists of 7 chapters. The subsequent chapter provides an overview of the programmes and assesses areas for further enhancement. It also assess LU's approach to recruitment, training, mentoring and follow up. Outputs in terms of the knowledge gained by participants are also briefly summarised.

In line with the overall objectives of the evaluation, Chapter 3 provides evidence of results achieved that can be directly or indirectly attributed to the programme. It assesses and analyses these results and determines the factors that either enable or obstruct the achievement of results for child rights in education. Given the relatively long implementation period, emphasis is given to the results on the outcome-impact spectrum of effects – at individual, micro, meso and macro levels.

Chapter 4 assesses the programme's relevance in relation prioritised needs of developing country institutions and education reform initiatives; as well as Sida's policy priorities of a rights-based approach, a gender perspective and a poor people's perspective. This is followed by Chapter 5 that analyses and assesses sustainability; and Chapter 6 that provides findings and conclusions related to efficiency. The final chapter provides overall conclusions and recommendations based on the lessons learnt.

2 The Programme

2.1 PROGRAMME OBJECTIVES AND OVERVIEW

At the overall level, *Child Rights in Education* aimed to contribute to improved capacity in participating countries to offer and ensure children's right to:

- A relevant and quality education;
- An education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background;
- Participate in community life as active citizens.

At the outcome level, the programme hoped to initiate change processes that will "contribute to the realisation of the Convention on the Rights of the Child (CRC) in policy as well as in practice". According to the programme document, this was to be achieved through the output of participants having gained "knowledge of the CRC and the child's right to, in and through education and the processes of change which aims to transform Child Rights in theory and practice."

The course description on Sida's website[3] also mentioned the following specific objectives/outputs:

- Increased knowledge and understanding of experiences, methods and tools for organisational change in general, and rights-based (participation, inclusive and transparent) and democratic methods and tools for change in particular.
- Knowledge and understanding of Swedish and other international methods for translating children's rights and democratic values into practice in schools and in the classroom.
- Expanded international and national networks to work with the CRC and other relevant international conventions and instruments.

Box 1: Timeline of Child Rights in Education ITP

2002-2009	11 programme batches implemented
2009	Impact and Dissemination Seminar for batches 1-7 in Bangkok
2010-2016	New programme procured with renewal for 2013-2016. Batches 12-21 implemented in this period
2013	Impact and Dissemination Seminar for batches 8-14
2016	Impact and Dissemination Seminar for batches 15-21

The target group of *Child Rights in Education* consisted of professionals operating at the following three administrative levels of the education system:

[3] http://itp.sida.se/itp/Programcatalog.nsf/0/390D1785233D080BC12578FB00283278?opendocument

- At school-level, i.e. headmasters and teachers;
- At mid-level, i.e. officials/managers, trainers and school inspectors at district or province-level; and,
- At national level within the national education system, i.e. national level teacher trainers, curriculum developers or responsible officials at ministerial level.

In total, 21 batches of 630 potential change agents have been through the *Child Rights in Education Programme*. Since 2010, two batches of 30 participants each have been undertaken each year. A team comprised of three individuals representing the education sector from one of 10 different countries were selected for each training batch.

Most of the participants came from 16 countries. These are: Cambodia, China (Inner Mongolia), Colombia, Egypt, Ethiopia, India (Kerala), Indonesia (mainly Central Java), Malawi, Mozambique, Namibia, Sri Lanka, South Africa, Tanzania, Uganda, Vietnam and Zambia. On a one-off basis, participants also came from Afghanistan, Bangladesh, El Salvador, Guatemala, Laos, Nicaragua, North Korea, Peru and Rwanda. Jordanian and Sierra Leonean participants were accepted for a couple of years until batch 11; and Kenyan participants attended up until batch 6.

2.2 PROGRAMME STRUCTURE

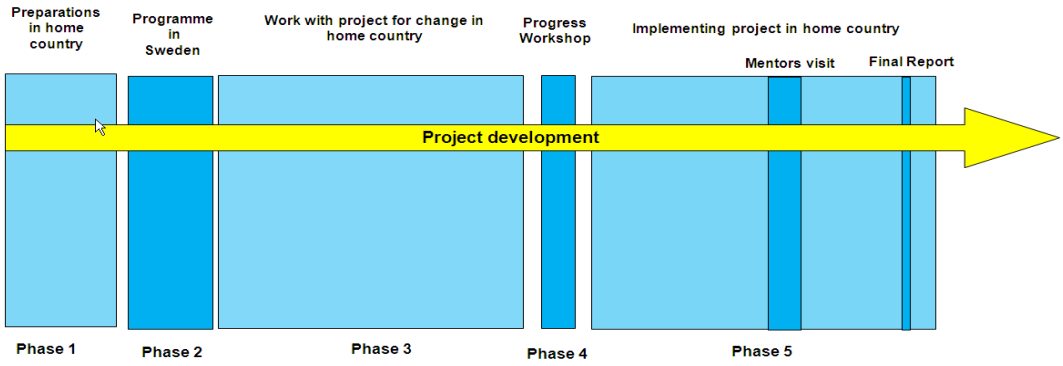
Child Rights in Education was conducted by an interdisciplinary team from the departments and units of Sociology of Law, Education and Social Work at Lund University as well as the Faculty of Education and Society at Malmö University. The programme comprised lectures, workshops, discussions, study visits, mentoring and projects for change. Throughout, the participants' projects for change served as the core basis of the training programme. The rights to, in and through education were the guiding principles in the programme.

Child Rights in Education was one of the first of Sida's ITPs that adapted to the five phase structure that is now common for all ITPs. Indeed, the inspiration for the project approach to training – now incorporated in most of Sida's ITPs – came in part from the experience of this programme. The five training phases were spread over a 21-month period.

Box 2: Programme Content
The following topics are addressed in the programme:

- Policy documents and laws in the subject area related to human rights - CRC, Education for All (EFA) and other internationally agreed instruments
- Key aspects of children's rights to, in and through education and their practical implications
- Democracy in the school and the school's role in society "citizenship", inclusive education, gender equality
- Opportunities to use Information and Communication Technology (ICT) to promote increased quality and increased access to information and knowledge
- Appropriate forms of leadership as well as organisational structures, forms and behaviour and a change agent's role in the various structures
- Difficult situations such as disciplinary measures, bullying, corporal punishment and sexual abuse and possibilities to make change
- Importance of problem solving, critical thinking and participatory approaches

Figure 1: Five Phase Programme Structure



The first preparatory phase took place before the participants' arrival in Sweden. Participants made contact with the other team members and in consultation with their assigned mentor, begin working on an assigned task.

The second phase was four weeks long and took place in Sweden. The main content of this phase was lectures, interactive lessons, discussions, and study-visits to Swedish schools and relevant Swedish institutions. The teams identified and began planning their respective project for change, which were to have a high degree of practical relevance for the participants and their home organisations. Participants were housed at Hotel Sparta in single rooms with access to communal kitchens.

During the third phase the participants worked in their countries on their change projects, with remote assistance from their respective Swedish mentors. The project plan was further elaborated and schools and stakeholders are identified. The fourth phase was a ten-day "progress workshop" in a participating developing country. Focus was primarily on the change projects. The participants developed, discussed and presented plans for their project for change. Study visits to former participants' existing projects took place.

In the fifth phase, project implementation was in full swing. The mentors undertook follow-up visits to each country and the teams drafted their final report. Upon completion of the five phases and the final report (which is printed in a book along with the other projects of that batch), participants received a final diploma from Lund University.

Impact and dissemination seminars were held in 2007 for batches 1 to 7, in 2013 for batches 8 to 14 and one is being planned for 2016. These events take stock of country level results, share good practice and provide further capacity development. They are attended by a majority of the former participants.

2.3 RECRUITMENT APPROACH

Recruitment to ITPs is critical for any results to be achieved at country level. Recruiting relevant, competent and committed candidates from a wide range of countries can be both a challenging and time-consuming task.

The Child Rights in Education training programme was advertised on Sida's website. In addition, relevant Swedish embassies disseminated information about the courses. Between 300 and 475 candidates from 28 to 36 countries applied for each batch. Team applications (3 person country team) were encouraged, although LU reserved the right to make changes to the final team composition.

LU holds that the applications received constituted a reasonable base from which to select candidates. Annual reports show, however, that sometimes there were not enough good applications from a country to form a qualified team. Sometimes it was difficult to receive effective buy-in from the candidate's supervisors. In some countries, like Uganda, it was difficult to recruit good candidates at central level. Insufficient language skills were sometimes also a problem, particularly in relation to China, Indonesia, Vietnam and Colombia. In some cases, because LU found that having principals on the team as critical for pilot work, it recruited school-level candidates with poor English skills, with the hope of rooting activities at school level (e.g. Indonesia). According to interviews with stakeholders in Sweden and at country level, this had a positive effect at the school level, not least in terms of project ownership, while active participation and communication during the training programme was more limited.

The teams of three recruited from each country always included at least one man and one woman. LU also attempted to create a mix of educationalists at different levels (local, sub-regional and central levels), but this was not always achieved consistently and the definition of these levels appears at times to be slightly fluid. In large countries like Indonesia, India and China for example, hardly any participants were from the central level. In Central Java, even local level public servants were difficult to recruit. Again, insufficient language skills were the main factor. In total, there were also significantly more participants from less remote/more urban areas.

Unlike some ITPs, the Child Rights in Education Programme did not undertake specific recruitment visits to countries – although mentor visits may also have looked into recruitment considerations. LU's recruitment strategy consisted of three pages with a few lines about each of the twenty countries. LU tested its way forward in each country. In the first years of the programme, the participants often came from different parts of the country. Going forward the programme often dropped types of candidates from a country or certain sub-regions or countries if gaining traction was too challenging – in terms of results on the ground and/or prospects of networking activity. For instance, in China, Inner Mongolian English teachers became the focus early on – although a couple of participants from Beijing did attend in the first years. Re-

cruitment from Indonesia demonstrated similar patterns, with participants from Jakarta only in the initial batches. Recruitment in Zambia began to concentrate on the Copperbelt region in 2011, after trying three other provinces.

An important recruitment concern was the prospect of achieving a local network that can help spread and institutionalise child rights in, for and to education. Thus, a large number of the participants were recruited based on recommendations from former participants or were identified during mentor visits. It appears that drawing on former participants to identify potential candidates had several advantages – they knew the demands of the programme, the capacity of colleagues and the needs in the country in relation to the promotion of child rights in education. It was also easier (and less risky) to grow the networks at country level with people that the networks themselves had specifically identified. Likewise, interviews in Lund and at country level reveal that candidates tended to come better prepared in terms of both expectations and objectives when they have had connections to former participants. On the other hand, with it comes the risk of the choice of candidates being myopic and "clubby", unless the core of the existing network is sufficiently diverse, so that the network has the capacity to expand and influence beyond its members and their immediate spaces of action.

2.4 TRAINING APPROACH

LU developed an effective well-tried training approach that was structured, but with the option of some flexibility as deemed relevant. The approach took advantage of the continuity of the mentors and the LUCE staff, which barely changed since 2003. At the same time there is evidence that the programme made concerted efforts to review itself critically, respond to feedback and improve itself.

Past survey results and interviews reveal that former participants found the training and the experience in Lund truly eye-opening. For the first time most participants properly understood child rights in theory and practice. They express that the programme has had a transformational impact on them, where they are more closely connected to and empathic with the situation of children and are able to define their own role in improving children's situation.

The highlights of LU's approach include promoting:

- A democratic, open and interactive learning environment based on human rights principles
- The theoretical and practical aspects of child rights
- The concept of the change agent
- Learning from Swedish practical approaches to child rights in education
- Access to documentation
- Project management skills
- Camaraderie and exchange

These facets are outlined in the paragraphs below.

i. Learning environment

Over the years, the mentors developed and refined creative teaching methods to promote the understanding of child rights among its participants. To start with, participants were asked to put hierarchies aside and everyone addresses each other on a first-name basis. The programme tried to move beyond the traditional lecturing approach to engage participants more concretely in the learning process. Participants engaged in group work, role play, case studies, preparing presentations and open discussions. There was emphasis on interactivity and learning-by-doing. Ample opportunities were provided for reflecting upon and contextualising what they learnt, which change agents found particularly constructive for internalising knowledge and understanding the implication of child rights concepts in their own country contexts. The mantra used was "give and gain".

The interactive teaching approach was intended to reflect a classroom situation and teaching-learning approaches that could be applied in schools everywhere, including in change projects. It promoted education for children that is learner centred, focused on problem-solving and development of critical thinking.

ii. Child rights

Child rights were introduced by structuring the CRC content into the "three P's" – the rights to provision, protection and participation (see Box 3). This theoretical framework, which provides a logical, concrete and intuitive way of gathering children's rights under one umbrella, was used throughout the training and integrated in the change projects. The 3Ps thinking has been firmly rooted among participants and constitutes the backbone of change project plans. Indeed, many of the change project stakeholders encountered at country level were aware of the three P's.

iii. Change agents

Considerable emphasis was placed on the idea of a change agent. The LU team define change agent as: "...people who first transmit new norms, or change old norms, in this case, in the field of education" (Leo et al., 2014, p.181). The change agent concept is activist in nature - it focuses on how each individual from their respective platforms (professionally and personally) can actively promote children's rights. Important in this respect is what change agents and mentors described as the "creation and multiplication of expectations" – i.e. how change agents aim to convey and respond to increased expectations on themselves as advocates for children rights.

Box 3: The Three P's

Examples of the right to protection against:

- abuse and neglect (article 19),
- economic and sexual exploitation (articles 32 & 34) and
- harmful substances (article 33).

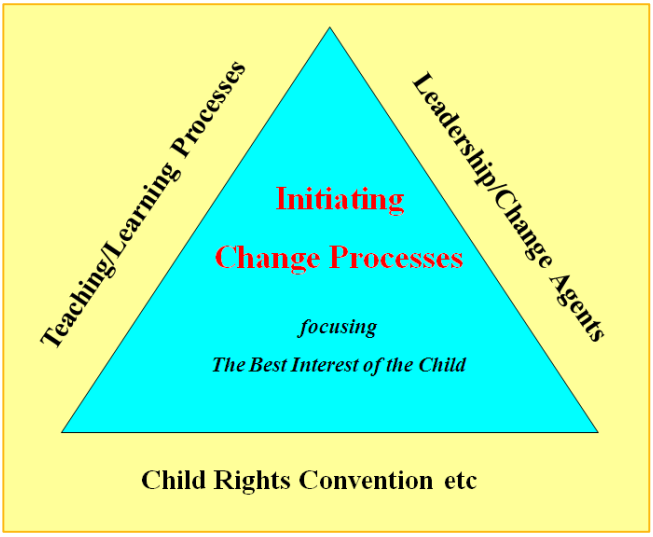
Examples of the right to provision of:

- education (article 28)
- health care (article 24) and
- basic economic welfare (article 27).

Examples of the right to participation by:

- freedom of thought, conscience, and religion (article 14) and
- having a voice in matters that affect the child (article 12).

To develop their role as change agents, LU provided leadership training. The key concept in this is each change agent's "space of action". The latter is the analysis of the avenues and methods open to each change agent to affect change. Interviews and past surveys reveal that participants found this training particularly useful and use the framework to strategise their actions. Early on, participants have assumed the role of change agents and strongly identify with it.



iv. Learning from Sweden

Visits to Swedish schools have been described by change agents as a highlight of the programme. Five local schools have cooperated with LU and received participants twice during their stay.[4] Pupils, teachers, and occasionally also parents, were available to guide and discuss with participants. Although the visits were well-prepared, the schools made a point of conducting regular classes (although in English) to convey the most authentic classroom situations. Participants were told by mentors to see beyond the material status of schools and focus on the interaction(s) taking place. The impact of the school visits on the participants cannot be overstated. The friendly environment, the responsibility that the students take and the congenial way adults and children interact were particularly memorable to former participants interviewed by the evaluation team.

LU have also arranged visits to different relevant organisations which have varied over the years. Save the Children was visited in 2010, but was dropped when regarded by participants as not adding value. It was considered too basic and/or theoretical to meet the needs of the participants. Visits to Sida, SVEA (Sveriges elevråd) and the Swedish Parliament (and a guided tour of Stockholm) were usually undertaken for every batch. Change agents report that these encounters have been useful and inspiring.

v. Documentation Resources for change agents

LU provided participants with access to a considerable amount of documentation. To begin with, the participants were given a user account to LUVIT – LU's Learning Management System, to share web-based knowledge and information. All infor-

[4] Furthermore, LU invites two teachers from the schools to attend the progress workshops. The schools, which are relatively multicultural, find the exchanges with the change agents highly rewarding on a number of levels. In some cases, bilateral relations between the Lund schools and schools in developing countries have been established.

mation for the programme is included in LUVIT. In addition, the documents produced by all earlier batches can also be found on LUVIT. However, because LUVIT requires a relatively powerful internet connection, not all participants made full use of it. Participants also received 18 months access to the Lund University Library Network. This enabled them to explore the wealth of academic studies and research, on children's rights and beyond.

On the "analogue" side, LU compiled hard-copy country folders consisting of CRC-related material (documentation concerning the reporting to the UN CRC committee), reports from previous change projects and other potentially useful country-specific material. While in Lund, participants made use of these.

vi. Project management
The participants were given a considerable amount of guidance in developing their projects in terms of how to plan, monitor and report on them. Results-based management concepts – including monitoring and evaluation – were taught during a full-day session. It was refined after critical feedback and has been considered a useful component by participants. Mentors were at hand to assist in refining the project plan drafts and also provide support to raise the level of reporting.

vii. Camaraderie and exchange
The programme was successful in establishing camaraderie and a friendly atmosphere. Participants lived and cooked together. The communal living set-up was an important teambuilding component. Participants interviewed find this aspect of the Lund component to be an incredible experience in itself. Social activities included mentors inviting their participants home for dinner and sometimes interacting with Lund students. The programme also held traditional Swedish folk-dancing classes for the participants.

2.5 MENTORING APPROACH

The five mentors have had a central role in the *Child Rights in Education Programme*. They were responsible for the programme content, the structure, the lecturing and the individual guidance. The mentors worked well together and had clear respective roles. Most of the mentors have been the same over the last 10 years – with one retiring and two joining. Jointly they represent the School of Social Work, Sociology of Law and the Unit of Education at the Department of Sociology – all at Lund's University – and the Faculty of Education and Society at Malmö University. The evaluators assess their collective expertise to be considerable and represents an appropriate academic spread in relation to the tasks at hand.

The mentors were responsible for change agents and their projects in three or four countries each. Apart from one mentor who had only Asia countries, each mentors' countries were on different continents to give mentors a breadth of contextual experience. A substantial part of the mentoring takes place via email or Skype and mentors typically received several emails a week from change agents. Less developed countries often required more support from the mentors.

Mentors also visited the change agent teams in country, typically spending one work week in each project country. Since 2003 around 200 mentor trips have been undertaken. The change agents were responsible for organising the visit. During these visits the mentor usually met and discussed with the supervisor of each change agent and the teachers, children, parents, trainers, government officials or/and school management committees that were relevant to the change project. Mentor's visits could also be an opportunity to "open doors" that were difficult for the change agents to access. Sometimes the mentors called on the Swedish embassy, but interest from the embassies was generally tepid. Relatively little time was spent on meeting with relevant stakeholders in the area of education and human rights – donors, CSOs, international NGOs, UN agencies and the national human rights commissions.

Depending on the context (geography and availability) some time was also spent on following up on previous batches. Typically the mentor visits have served as an impetus for holding network meetings at which follow-up, planning and other concerns were discussed. Over the years the mentors gained knowledge about the school system in their respective countries and have come to know the change agents very well.

The data collected by the evaluation team shows that the mentors are highly dedicated – working a considerable amount of extra hours if required. They are passionate about their work, and have engaged closely with change agents. The mentorship has rested upon a solid foundation of mutual trust, humility and curiosity. As discussed in the section above, the mentors conveyed rights-based principles throughout their teaching methodology and in the way they have interacted with the participants.

> *A mentor means a lot and it is not very easy to describe. It is to be a lecturer, a friend, a monitor, an expert, a colleague all at one time. It is more of an approach than a profession. What we realised very early was that the change agents learn not only from lectures, but also from our behaviour, our methodology and our way of being together with them.* - one of the mentors

Their approach has served as an inspiration for many of the participants. As stated by one participant:

> *What impressed me the most (about the programme) was the commitment of the mentors, their eagerness to share their knowledge, their generosity and their empathetic approach. I was so impressed. I now try to do the same. I am stronger, more committed and I am ready to give*. - Participant from 2014

At country-level, the mentors worked alone. Indeed, the evaluators note that there were limited opportunities for exchange of experience and debriefing among mentors after their respective visits. This risks curbing critical perspectives, undervaluing progress and/or limiting new insights and ideas. Having mentors collaborate in a more structured way could mitigate such tendencies. For instance, prior to a visit a mentor could interact with a colleague who equips the country mentor with a set of critical

issues to explore, and after the trip a debrief is organised. Alternatively, mentors could, at regular intervals, plan their respective visits to the same region at adjacent times so they could double up for short periods. The aim would be to get an injection of additional perspectives of country level activities, while safeguarding the trustful relationships with the change agents.

There was also little opportunity to connect with others at the university or in Sweden who have similar country-level areas of interest. This is seen as a drawback by the mentors.

2.6 FOLLOW-UP APPROACH

Each programme batch included a ten-day *progress workshop*, that took place approximately half a year after the programme in Lund. According to LU, the progress workshops took stock of the progress of the change projects and discussed project implementation challenges – such as local resistance to change and access to resources. They provided an opportunity for additional peer and "cross-mentor" input. The Swedish schools involved in the programme took turns in attending the workshops as well.

The progress workshops took place in a developing country – a "neutral" one from which there was no current participants so that no team had to assume the role of host. The progress workshop provided opportunities for the country network to participate, share and learn; as well as for the supervisors of the host country change agents to meet the LU representatives. In countries like Zambia and Indonesia (Central Java) the progress workshops provided added impetus to host country change processes.

No specific report on the progress workshops was prepared that details what was discussed and concluded, which is a shortcoming. It is not clear the extent to which, for instance, practical issues that might arise such as teacher resistance, safeguarding the best interest of the child and positive discipline, were addressed. Questionnaires were administered at the end that nonetheless showed that change agents raised their conviction that they would be able to affect change after the workshop (compared to the questionnaires after phase 2). Nevertheless, spending 10 days on this phase was long compared to some other ITPs.

In 2007 and 2013, LU held impact and dissemination seminars in Bangkok. Compared to other ITP programmes, this programme invited larger numbers of change agents to the impact seminars. In 2013, 15 countries were represented with 160 participants. The purpose of the seminar was to take stock of results, enhance networking, share good practices, promote sustainability of change processes and introduce new research and policies on CRC. Change agents presented good practices and spent several afternoons working on their country chapters that included a summary of change agent projects and effects. These were later published in the seminar report. The seminar also included a few keynote speakers that were highly appreciated by the

participants. At the seminar in 2013 the mentors presented an overview of the programme's effects based on a specific survey of the change agents. While the survey had a very high response rate, the questions did not allow for easy quantification of the responses and some are not well formulated, which made it difficult to aggregate, cross-tabulate and analyse the data.

The impact seminars **served a number of functions**. First, reports and interviews in Lund and at country level confirm that it was highly motivating for change agents to meet up with former participants from other countries. Second, it provided a boost to both the change projects at home and helped solidify the country level networks. The first seminar in Bangkok seemed to have provided particularly important impetus to country level networks. Change agents mention the inspiration gained from these events and the supportive atmosphere and the pride felt at presenting their results. This was confirmed by interviews and the post-seminar survey conducted by LUCE. According to the mentors, several projects were restarted or restructured after these seminars, based on new insights gained at the seminars. They have seen it as critical to the capacity building process of the programme. Third, mentors also found the seminar important for their role as it offered a fuller picture of what was being achieved where and how. Fourth, a couple of change agents also mentioned that they regarded the seminar as an accountability activity: it is a means for Sida to learn and understand what its investment has resulted in.

The terms of reference for this evaluation specifically request an assessment of the extent to which the impact seminar is an appropriate and cost-effective method for collecting and documenting results as well as for strengthening of networks. Without having attended such a seminar, assessment is limited to documentation and interviews, which may not present a full picture. It is nevertheless apparent that the impact seminars have **added value by bolstering networks**. Second, they have offered an **expedient and useful opportunity to gather results**. On the other hand, the questionnaire that was used to gather data on results had some weaknesses and thus did not maximise this opportunity. Third, when it comes to documenting results, the country reports that were produced during the seminars have offered **a useful overview of initiatives and achievements**, especially those that are clear and analytical.

However, some country reports make statements on results without qualifying these with numbers or geographical locations concerned (e.g. Ethiopian 2013 report – "a child-friendly education approach has been implemented and institutionalised in the schools" - with no mention of how many schools or children this involves and in what locations), which sometimes gives misleading impressions. This is discussed more in Chapter 6. In some cases, there is also insufficient information on what evidence has been used to make certain conclusions (e.g. the Sri Lankan 2013 report claimed "Changed attitude (among) most of the school stakeholders, regarding CRC concepts").

A third impact seminar is being planned for February 2016 in Phnom Penh. In view of the programme's pause since 2015 and potential cessation after 2016, the impact

seminar held in February 2016 will be particularly important: it offers the opportunity for change agents to share and learn from each other how to build and sustain networks at country level without the future support from LU. Supporting change agents to produce reports with greater precision, clarity and evidence will be important to make the most of this occasion.

3 Results Achieved

3.1 OVERVIEW OF RESULTS

An overall objective of this evaluation is to identify the range of results of the programme. In this report results are defined as the foreseen and unforeseen positive/negative direct/indirect effects that can be attributed to the programme. They include *outputs, outcomes* and *impact* – i.e. the effects that the programme set as its objectives[5] – but also other unforeseen and indirect effects.

While the output results, in line with the programme's results framework, consist mainly of knowledge gained by participants who have attended the training programme, most of the other types of results emanate from the 200 or so **change projects[6]** undertaken by the change agents at country level. These projects were mostly designed with a limited scope and received no funding from the programme. Indeed, within the timeframe of each training batch, few individual projects were able to report on results beyond the output level. However, the evaluators found that over time many of the change projects have been continued or live on in different forms, producing a range of results for children. Some have been replicated at the local level; some have served as pilots for larger initiatives with government funding; some have evolved into quite different but still relevant efforts; and, some have become integrated into larger child rights and education efforts. There were also some projects, particularly earlier ones, that stagnated or were simply discontinued.

Using an outcome harvesting inspired approach to gather data on results, the team has collected evidence of effects that can be divided into six main categories of results:

- The effects at **individual level** include knowledge that was acquired by participants from the training, indirect effects on individuals that are beyond the programme outputs – such as career effects of participants. It also includes the effects of the participants' change projects on individuals (such as teachers, students and parents).

[5] As discussed further in Chapter 6, the formal outcome and impact of the programme were formulated in a way that dis not fully give justice to the programme, partly because they reflected the objectives established by Sida's procurement documents, which in turn fell short.

[6] While the establishment of these projects could technically be called an output of the programme, they were not included as such in the programme's results framework.

- The **micro level** results consist of direct and indirect effects – foreseen and unforeseen – at individual schools and/or within local communities.
- The **meso level** effects are system-related changes (including outcomes) at the sub-regional level or within teacher training institutions.
- **Macro level** results are direct and indirect effects at the national level, typically in the form of policy changes. In some cases these achievements can be considered evidence of impact.
- **Network results** involve the extent networks have been established as a direct result of the programme and how robust they are. Creating sustainable networks are part of Sida's overall capacity development objectives.[7] LU and the change agents have also identified the formation of change agent networks as critical for sustained change processes in the area of child rights (although they were not formulated as an outcome in the results framework). Thus in effect networks can be considered relevant as ends in themselves and as means to an end.
- **Spin-off results in Sweden** relate to direct or indirect unforeseen results that have been achieved within the Swedish resource base. These effects are relevant to Sida's overall capacity development objectives.[8]

The final section provides conclusions regarding what factors have enabled or constrained the achievement of results as well as identifies missed opportunities for making the effects more substantial.

Much of the evidence for this chapter is from the country visits. However, the evaluation team has also relied on project reports, country reports, interviews and good practice briefs that were drawn up for the team by the mentors to increase the geographic scope. The results uncovered by the evaluators do not represent all results achieved.

3.2 RESULTS AT THE INDIVIDUAL LEVEL

The realisation of children's rights to, in and through education, like many development objectives, requires attitudinal change. Such change begins at the individual level with information, knowledge, and exposure.

The knowledge gained by the participants – including knowledge of the CRC; a child's right to, in and through education; as well as tools, methods and approaches – are the main outputs of the training programme. These outputs has been regularly confirmed and reported on to Sida by LU in the form of survey results. Furthermore,

[7] Resultatstrategi för kapacitetsutveckling och utbyten 2014-2017, Bilaga till regeringsbeslut 2013-12-19, (UF2013/78299/UD/USTYR).

[8] Ibid.

from the evaluator's documentation review, field observations and interviews it is evident that the knowledge gained and changed attitudes that participants have come to adopt are considerable.[9]

> "CRC has helped me look at children and human beings (in general) from a more equal perspective" (Chinese change agent).

The commitment and enthusiasm among the ITP participants are strong and participants describe the programme as being a personal transformational experience. They identify themselves as "change agents", make statements like "once a change agent, always a change agent" and "confidence, conviction and commitment". They express their passion for making a difference for children in schools.

An indirect and unforeseen effect of the training programme has been the careers of some participants being positively affected by the training. Most stakeholders interviewed from Zambia and Tanzania believed that the training has been a boost to their careers. Some of the cases of career development have emanated from academic pursuits following the training. For instance, at least two participants from **Zambia** have decided to pursue Master's degrees in related areas since the training. Likewise, **Chinese** participants have published papers entitled *Child Rights Protection and Emotional Education* and *An investigation in the Child Rights Situation in Inner Mongolia*. In **Indonesia**, several research papers related to children's participation in Disaster Risk Reduction and Emergency Preparedness have been produced by change agents at the University of Muhammadiyah in Solo (UMS)[10] and presented in national and international conferences. In addition, one change agent from Indonesia presented a doctoral thesis related to child-friendly English teacher competence, based on a change project product – the Child-Friendly Teaching Model (CFTM)[11] and another has been elected chairman of a national initiative for coordinated work in relation to emergency preparedness and DRR after working with school children on protection through disaster preparedness.

Meanwhile, a principal from **Kerala** who attended the programme received the National Teachers Award from the Indian President for innovative activities in his school; and, a principal in **South Africa** was awarded "Excellence in Primary School Leadership" in her province and nominated at national level for the same award.

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[9] Section 2.4 also discusses knowledge gained by participants.

[10] Muhammadiyah is the largest, modernist Islamic organisation in Indonesia, with approximately 30 million members. It is non-governmental and often described as a movement. Muhammadiyah University in Surakarta (UMS) is one of 171 private, higher education institutions run by Muhammadiyah (in addition to 4 623 kindergartens, 2604 elementary schools, 1772 junior high schools and 1143 senior high schools.

[11] Listyaning Sumardiyani, "A Synergistic Reflective Practice Teaching Model for Developing EFL Students' Pedagogical Competence" (2013)

There are also effects at the individual level as a result of the change projects. These include knowledge gained and attitudinal changes among the target groups of the change projects –students, parents, teachers, principals and other educationalists. Some examples of changes in attitude include:

> "This training has improved the way we act or we look at our children, because we used to look at them as offenders and recipients instead of real and active participants in our development endeavours at school as well as at home." (Tanzanian principal).

Attitudinal change was particularly noticeable in **Zambia**. Local educationalists explained how they have changed their perspectives significantly as a result of the change projects:

> "I was beaten at school and as a teacher I thought this was the normal way. But fear causes performance to go down. We need to listen and find out why a child behaves the way he or she does. Schools are changing. From dictatorship to democracy". (Zambian teacher)

With their newly gained understanding of child rights, the educationalists interviewed explained that they viewed and interacted with children more productively. Many of them call themselves "locally trained change agents" – referring to training that they have received from former ITP participants. Moreover, children who have been active in the child councils proudly speak of the rights and responsibilities that they have. They mention self-esteem, leadership and communications skills that they have gained. Some of the children also refer to themselves as "change agents" – a welcome development illustrating a fundamental step towards children's emancipation and own independent agency, rather than being subjects of adult advocacy on behalf of children.

In sum, there is evidence that the programme was successful in not only developing individual capacities, but also in changing the perspectives of many programme participants and indirectly contributed to their career advancements. The change agents, through their projects, have in turn changed attitudes of individuals – in particular principals, teachers and students – and thus sowed seeds among community members for realising child rights.

3.3 MICRO LEVEL RESULTS

The micro level results consist of direct and indirect effects – foreseen and unforeseen – at individual schools and/or within local communities. According to LU's categorisation of projects between 2010 and 2015, eighty percent of the change projects focused partly or completely on local schools – usually with the aspiration that the initiative would be replicated in other schools in the district or beyond. As a consequence, most of the results that have been achieved by the change projects are micro level results – direct/indirect and foreseen/unforeseen effects at individual schools and/or within local communities.

The evaluation team came across particularly impressive local results in the Copperbelt region in **Zambia**. These have brought child rights perspectives and approaches into schools by introducing student councils that are democratically elected. A particularly good example of this is Luanshya Boys Secondary School. It was one of the first schools to be supported by a participant change project to introduce a student council and has come comparatively far. Previously this was an unruly school with poor marks and filthy premises, graffiti, vandalism and aggressive behaviour that led to regular police visits. In less than six years this school has become a harmonious and clean school with the highest marks of any day school in the country. The student council has allowed the students to exercise their voice, identify ways to improve their school and work with the administration to enhance the learning environment. As one student put it:

> We used to have no say. The only thing we could do to express ourselves was to write on the bathroom walls. And this was pointless because the teachers did not use the bathrooms anyway.

Chiwala Boys Technical Secondary School – which replicated the change project at Luanshya with the support of change agents – describe a similar transformation from being a notorious school in which teachers were fearful, to a school that parents compete to send their children to.

The evaluation team met with students, teachers and principals[12] from seven different schools on the Copperbelt.[13] Five of these schools had been directly part of change projects (that served as pilots) while two schools were part of the subsequent provincial roll-out. The student councils of all these schools had rewritten the school rules so that they were fair, sensible and respected child rights. In several of the schools the student council meetings have been timetabled. In at least some schools principals have made room for student councils in the school budgets.

Figure 2: Luanshya Boys School Tuck Shop

[12] In this report, ”principal” will be used for the person in charge of the school - headmaster, head teacher, executive director, etc.

[13] Luanshya Boys Secondary School, Chiwala Boys Technical Secondary School, Nakatindi Primary School, Chingola Secondary School, Temweni Secondary School, Kitwe Secondary School and Chlilabombwe Secondary School.

Since the change projects were initiated, the student councils have worked with the school administrations to improve and maintain the cleanliness and physical environment (including e.g. planting vegetables and trees, installing rubbish bins, painting walls); upgrade the school infrastructure (more classroom blocks, new laboratories, new desks, water boreholes, better sanitation facilities, food kiosk - "tuck shop") and enhance the students' wellbeing (one school introduced a sick bay and started an anti-bullying club; some schools offer counselling services; and, one school has set up counselling support ranging from hygiene and sexual and reproductive health, to career guidance and examination techniques). All of these schools report having achieved a more conducive learning environment with better relations between students and the administration; and students and teachers. Attendance and school results have also improved, partly as an effect of the improved school environment, [14] but also because the student councils in all schools have addressed a serious problem affecting many African schools – the punctuality and presence of teachers. Indeed, at two schools, students have institutionalised specific forms to record teacher presence.

Figure 3: Maputo school workshop

In many of the schools the student council members seem to play an active role on a daily basis. They frequently confer with the principal, work to resolve conflicts between students, advocate for fair treatment of students and disseminate information about child rights. In some of the schools, students are represented on committees such as disciplinary committees, the school board meetings and/or the parents-teacher association (PTA). As one primary school child told the team:

> Children should be allowed to speak on matters that affect them. They should not be looked at as empty tins that do not think. (Primary school student)

Most of the schools have helped at least one other school in the district to establish a student council. The evaluation team asked the student council representatives how they would advise other schools setting up student councils. The most common reply was that "first, children must know their rights". This reflects that a sound child-centred approach to child rights in education has trickled down from the change agents through the projects to the schools.

[14] One school council introduced an intra-school football tournament specifically to improve attendance.

While the students own empowerment (through knowledge, agency and results) led to positive change on the Copperbelt, the successes were also heavily dependent on supportive principals and skilled "link teachers" to guide the children in the student councils. The introduction of civics education (part of the national curriculum) and child rights clubs in the secondary school system were also factors that contributed positively.

Other countries also produced results at micro-level brought about by the change agent projects. Some examples are provide below:

- In a school in Klaten, which lies in the shadow of **Indonesia**'s most active volcano, a change project designed better protective simulation exercises for disaster risk reduction with student participation. As a consequence of students participating in the work, the simulation exercises were much enhanced, students became more committed to the effort to reduce disaster risk and their relations with teachers improved. The school has continued to develop and implement its disaster risk reduction (DRR) approaches and students are keen to include other schools in the work. For instance, students have also planted plants to help secure swamp banks and the school has received training from local DRR agencies – including Red Cross training on first aid in case of an emergency. The mentor explained that DRR has been added to the curriculum of several subjects taught at the school and a training module on DRR for schools has been developed and disseminated.

- Perhaps the most significant change in some of the **Central Javanese** project schools has been the improved student-teacher interaction in classrooms due to the introduction of various classroom-focused change projects. In Solo for example, the "thematic classroom"[15] spread from the pilot to another two Muhammadiyah schools. In Semarangand Magelang, several change projects in schools focused on developing and implementing the Child Friendly Teaching Model (CFTM). It played a particularly important role as a progressive model before the new curriculum was introduced in 2013, by providing concrete tools for lessons planning and implementation. In general, teachers involved in change projects have made impressive progress towards a more interactive classroom. A friendly and open atmosphere prevailed in the classrooms visited by the evaluation team. Teachers made sure that students were able to follow the lesson and provided ample time for additional support/clarifications. Unlike before, students were not afraid to speak up or ask questions. Teachers no longer viewed student questions as an indicator of inability but a measure of student interest. These changes were most evident in the younger classes. All schools visited on Central Java enjoyed

[15] Thematic classroom – instead of teachers bringing the subject to be studied into the classroom, the classroom is subject-based, making better interactive use of the physical classroom space.

the support and appreciation of the local school committees[16] for the implementation of change projects.

- In **Uganda** change agents from 2012 wanted to do something about school premises that were littered with plastics, paper, metal and glass. They therefore devised a project to improve the school environment and thereby address the issues of child protection and provision. Luckily, there were Ministry of Health resources earmarked for training teachers in clean environment. Thus, the team organised practical and theoretical training about solid waste management at the schools. At the same time, a local company announced it was interested in buying recyclable wastes. The children collected and separated the waste on the school grounds, which was later sold to the company, which generating enough profit at the school to buy plants – both vegetables and flowers. Reports state that the new clean and green environment has made the children very proud and has improved their performance. The children have introduced the concept of sorting/ selling rubbish to their families at home. Meanwhile, the vegetables produced by the school are sold or given to the children to eat.

- Change agents from **Mozambique** that attended training in Sweden in 2012 and 2013 worked with teachers and children to identify issues that affected the fulfilment of children's rights at a school in Maputo. Attention was given to creating a respectful, child-friendly and supportive environment that also involved parents. One of the many issues to be addressed was the broken or missing school furniture. Among the initiatives taken was to engage the children in repairing desks, chairs and tables– which was partly inspired by visiting the school wood working classes in Sweden. Recognising the success, the principal managed to convince the ministry of education to provide funds for building a physical workshop with better safety for the children. In 2015 the school set up a tailoring workshop and initiated the "Cutting and Sewing Project" to make school uniforms which will reduce the cost for parents.

- About a dozen schools have been involved in change projects in Free State in **South Africa**. According to reports and interviews with the mentor, teaching methods have evolved and children are being seen and heard in new ways. They note that teachers' relationship with the students have become more democratic and friendly. Several of the change projects reached out to the local community to collaborate in addressing the needs of children. For instance, provision of food and school uniforms for orphans has been achieved by mobilising resources from the private sector. In some schools parents have been sensitised to better support

[16] A Ministry of Education decree from 2002 (044/U/2002) introduced the concept of mandatory "school committees" as part of decentralisation efforts. Schools visited all had committees consisting of a mix of parents, local elders, local education officials and/or other community figures. School committees are often tasked with finding extra funds (from parents and community) to strengthen education services and support extra-curricular activities.

their children with their homework and have been drawn upon to establish vegetable gardens to produce food for school meals or to send home to poor children. In other schools, child protection has improved with projects addressing sexual abuse, neglect, maltreatment, birth registration and drug abuse; in part by schools collaborating with social services, health services the police and the church. Change agents have reported that in one community increased awareness led to breaking the taboo of talking about sexual exploitation of children with even clergymen bringing it up in sermons. The reported number of rape and sexual abuse has allegedly decreased. Projects have also worked on participation in schools, leading to children engaging in collective decision-making to formulate school rules and create child friendly class rooms. Many project schools have reported improved academic results, increased parental involvement in children's learning and an end to corporal punishment as a consequence of the projects.

- In **Cambodia**, three schools that were experiencing problems of discrimination, maltreatment and exploitation of students were selected in 2012 by change agents for the piloting of core value guidelines (that are based on the CRC), which change agents had drafted for the school curriculum. The mentor reports that the principals and teachers have made concerted efforts to practice child rights principles –in particular freedom from all kinds of violence. The change agents have monitored the schools since 2013 and they maintain that the past problem of violence against children has dissipated.

- Also in **Cambodia,** home-based early childhood education services – which previously only included women – was expanded by a change project to include fathers in a pilot village. Since women in this village often worked away in textile factories during weekdays, training fathers was very welcome. According to the mentor reports, the village community has largely embraced the gender role changes and fathers enjoyed their new skills of supporting, playing and communicating with young children in line with child rights principles.

In sum, the evidence gathered shows different micro-level initiatives to improve children's rights to, through and in education. The change projects initiated through the training programme have addressed child rights at the school level in different ways, depending on the needs and opportunities. For instance, in Zambia's Copperbelt region, the efforts that enabled children's voices to be heard (*participation*) led to improvements in relation to both *provision* (of quality education, conducive learning environment, educational material) and *protection* (anti-bullying) issues. In Central Java (Indonesia) the *provision* of better and child friendly education involved more *participation* of students in the classroom. Material *provision* (meals and uniforms) and *protection* (abuse, neglect) measures in the South African schools improved the *provision* of education and children's *participation*.

The best examples of results examined at school level reflect a sound understanding of the holistic nature of child rights in practice. This is not only an indication that the change agents have internalised child rights knowledge well, but also been able, in

these instances, to communicate these concepts to teachers, principals an schools who in turn are able to put them into practice. However, in a context like Indonesia, where there is a perceived divergence between traditional culture and child rights, change agents have found it necessary to concentrate on rights (and approaches) that are likely to gain more immediate traction, which in effect has been less holistic and reductionist to some extent.

The child rights results achieved for children at the micro level are furthermore concrete and directly benefit children in tangible ways. On the other hand, they are limited in scope in the sense that the number of children that benefit are relatively few. To scale up the school level achievements, change agents typically need sympathetic supervisors and/or effective networks in the education system.

3.4 MESO RESULTS

The **meso level** effects are results for child rights in the education system at the sub-regional level or within teacher training institutions. The ones identified by the team have either been a consequence of micro-level change projects being replicated at the entire sub-regional level (bottom up) or have come from change projects directed at the sub-regional teacher training system.

Zambia's Copperbelt province offers a clear example of meso level results with a bottom-up approach. The region has seen both a critical mass of change agents from the district/provincial level and of successful school level results to achieve institutional change at the provincial level. These have garnered vital support and some funding[17] from both the provincial leadership in education and the provincial principal's association. Student councils[18] now exist (though to varying degrees of development) at every secondary school in the province (around 109 in total) and at some primary schools. School inspectors are now directed to check the status and functionality of student councils when inspecting schools. There are also district-level student councils that include representatives from the different schools that have been established as a result of change agent efforts.

[17] The financial records from the provincial administration show that at least around SEK 100,000 were spent annually since 2012 to support the process of implementing child rights in the educational system of the Copperbelt Province. This expenditure did NOT include the that of the individual schools, such as new desks, new books, upgrading of school infrastructure etc. (discussed in section 3.3) – costs which have directly or indirectly resulted from introducing student councils. These costs were instead typically been covered by school budgets.

[18] The first batch of change agents from Zambia presciently drafted guidelines to schools for how to establish student councils. These have been used by most subsequent change agent projects and even by other actors such as Save the Children and the Zambian Civic Education Association.

In Zambia's Lusaka region, meso-results of this kind are also in the making. First, Child Rights Committees[19] that consist of school principals have been established at district level to better and more systematically integrate child rights in schools and share experience. At the same time, change agents have prepared a structured training plan to roll out at the district level by way of the regular in-service training mechanisms. To complement efforts, the change agents have received permission to produce radio programmes about child rights and student councils using the Ministry of Education's radio production facilities. Implementation is still in process.

Meso-results in **Malawi** are similar in type to those in Zambia.[20] The successful work with student councils, children's clubs and sensitising the adult community in parts of the Njewa sub-region created a demand from other schools in the region and in the neighbouring zone of Kalolo. Change agents in batches 19 and 20, working for the district education office, took this work forward within their regular positions. Currently the programme is being rolled out in 25 schools in Njewa and Kalolo with the help of the Human Rights Commission.

Meso-results in **Central Java** are of a more intra-institutional nature, not least because the majority of the Indonesian change agents[21] come from two universities – the former IKIP PGRI (now UPGRIS) in Semarang and University of Muhammdiyah in Solo. At UPGRIS, all four education faculties include CRC sensitisation in their Basic Education courses. Before doing their pre-service training in schools, teacher students practice the application of the Child Friendly Teaching Model (CFTM), as a part of the micro teaching course. In 2005, approximately 2000 students at UPGRIS learnt more about applying the CFTM within the framework of the new national school curriculum. After practice, students' reflections are gathered to form the basis for further development of the CFTM tool. From discussions with Magelang regency level officials[22], it is clear that they perceive the CFTM practice is also well in line with child-friendly schools initiatives.

In Solo, change agents have very recently taken the initiative to establish a "Centre for Child Rights Studies" (CCRS) within the Research and Community Service Institute (LPPM) at the Muhammadiyah University. The Centre aims at supporting child-

[19] The Copperbelt region does not make use of this structure. However, during the evaluation, this idea from Lusaka became known to change agents working as district education officers on the Copperbelt and they decided to copy the approach.

[20] There are some indications of sub-regional meso-results may be in the making in Central Java as well. Local education officials have noticed that the Muhammadiyah school change projects are performing well in line with child-friendly schools indicators. Since the evaluation team met with municipal officials implementation the government's Child Friendly Schools initiative in Solo, the municipality has requested Muhammadiyah to help replicate these results at state schools.

[21] At least 2 out of 3 ITP participants (often all 3) have belonged to either IKIP PGRI or Muhammadiyah in the last 11 out of 13 batches with Indonesian participation.

[22] Interview with Retno Indriastuti, Head of Women Empowerment, Child Protection, and Family Plan Office, Magelang Regency

friendly education that includes promoting the rights of the child in education, a safe and child-friendly environment and joyful learning processes. So far, the training programme for primary school teachers has included CRC training in its annual budget. The CCRS aims at increasing the number of university programmes integrating CRC into education and has identified the university student organisation as an important ally in this work. Indeed, the school level change projects in Solo have caught the attention of the highest decision-making bodies within Muhammadiyah. In august 2015, the Muhammadiyah congress (highest decision-making level) decided to include efforts for children's rights under the heading of "Peaceful and Happy families".

Meso-level achievements in **Inner Mongolia** - where almost all Chinese change agents have come from – are also intra-institutional. Efforts have focused on bringing child rights perspectives into the pre-service/in-service training of teachers and into undergraduate and graduates courses. By 2013 over 2300 teachers were trained in child rights and participatory teaching techniques. The new approaches were first introduced in the teacher training of foreign language (English) teachers since the change agents have often been associated with English language teaching. According to the reports, this teaching has spread to the other subject areas.

With eleven change agents have come from the Inner Mongolia Normal University (IMNU), this institution has benefitted significantly from the training programme. With the new expertise that these people have brought to the university, IMNU considers itself at the forefront of child rights in education in China. As a direct result of the training experience, the university has established the Inner Mongolia Education and Research Centre for Child Development Protection. It will work on teaching reform with an emphasis on participatory approaches in the classroom. It will also undertake research on child rights-related concepts in schools, provide suggestions for policy development and undertake seminars and workshops to improve child rights-related capacities. The Centre has already established a website which provides child rights in education resources.

In sum, the evidence of meso-level results represent two types of strategies to ensure a greater diffusion of child rights to, in and through education. On the one hand there are meso-level results that replicate and scale up successful projects at school (micro) level. They build on communicating proven benefits achieved at school level through the right channels. This approach can take several years of successive change agent projects and advocacy efforts to achieve meso level effects and requires endorsement and support from decision-makers within the meso-level school systems. A network of likeminded change agents is an advantage in this process.

The other strategy is based upon change projects directly targeting the meso-level through institutions of teacher training. They may achieve meso-level changes relatively quickly, but the impact at school level (beyond change project pilot schools) and concrete changes for children may take a while, until new and old teachers are

trained in the relevant child rights approaches. Neither strategy appears to be intrinsically better, but constitute different approaches to different contexts and opportunities.

3.5 MACRO RESULTS

Macro results are direct and indirect effects at the national level, typically in the form of policy changes. According to LU's records, just over five percent of the change projects directly targeted the national level. The data shows that some of these have achieved results. Other macro-level policy results are consequences of cumulative indirect effects of several change projects.

One project that was formulated at macro level concerned the revision of the monitoring tool used by the ministry of education in **Cambodia** to monitor trainee teachers. The tool was revised in 2011 and then piloted at a training college to capture i.e. gender equality perspectives, child participation and free expression. It was subsequently approved by the ministry of education and is used to monitor teacher trainees at primary and lower secondary schools at a national level. The mentor reported that the tool has helped understand the extent to which trainees apply the CRC in the classroom and has encouraged them to focus more on integrating it in lessons.

There have been other macro-level results in Cambodia. One change project, also focused on the macro level, led to contributions to the new curriculum that will be introduced in 2018. It will include guidance to principals, teachers and trainee teachers in the core values of the CRC. The Cambodian change agents were inspired by the Swedish curriculum that includes a whole chapter on values in education. Another Cambodian project with macro results originated at the micro level. It was inspired by the child care involvement of fathers in Sweden. In one community the change agents improved the existing home-based early childhood education services, which previously was only open to mothers (see section 3.3). The ministry of education's early childhood education department is now supporting and monitoring the participation of mothers and fathers as the project is rolled out nationally with the support of UNICEF and the World Bank.

Other macro-level effects appear to be the consequence of cumulative change project results and active change agent networks that influence decision-makers and national education processes. In **Namibia,** for instance, the change agents have contributed to placing child rights in education firmly on the national agenda. The ministry of education is drawing on the change agent network for in-service training for educators (teachers, principals and school inspectors) around the country. They will share their knowledge and good practices from the ongoing projects. Second, the Namibian change agent network is helping the ministry to host a regional CRC and Education for All conference in Windhoek in 2017. Change agents from different African countries (around 300 have been trained by LU) will be invited to attend and to share experience child rights efforts across the continent and identify good practice.

The change agents in **Kerala** have ensured that the State Council of Education and Training has included child rights principles in the primary school curriculum for the state. Secondly, with support from the national education-for-all movement ("Sarva Shiksha Abhiyan"), the organisation for the teacher training colleges are training teachers so new teachers are all expected to have a foundational knowledge of child rights.

Because of the results achieved at state level, the **Kerala** change agent network was invited to participate at a national workshop to develop the national curriculum framework. The extent of the influence achieved is unclear to the evaluators. The network is also potentially having an impact at the macro level through the high court case it has filed against the practice of private school teachers working as members of local government institutions without taking leave of absence and thus violating children's rights by leaving them without teachers.

In **Tanzania** a significant number of the change agents have come from the central level, where in the last few years, there have been several initiatives of integrating child rights into the education system. While it is difficult to clearly determine the extent of the contribution of Lund University's ITP to these initiatives, the Tanzanian change agents hold that it has certainly played a role – ideas, methods and new perspectives have been taken on board by the change agents and integrated into the government education processes that they have been involved in. Examples include new curriculum guidelines that address the issue of gender stereotyping in textbooks and bringing CRC perspectives into the national literacy plan. There are also plans to mainstream child rights into the in-service training programme for inspectors, principals and teachers around the country.

In **Malawi**, after change agents together with the Malawi Institute of Education (a government subsidised parastatal) ran a week long School Leadership Programme in two districts with the aim of reducing absenteeism, drop outs and corporal punishment, the training is now open for all principals in Malawi. Financing for the School Leadership Programme has been secured for another year.

In **Zambia** results are not yet happening at national level, but there is potential. During recent years the permanent secretary at the ministry of education has shown interest in the child rights results achieved on the Copperbelt – a region known for pioneering new approaches in the country. While the desire to spread this experience to other provinces seems genuine – not least since government regulations stipulate that all schools should have functioning student councils – there are no funds yet available for a national roll-out. The permanent secretary maintains that the government needs to be more informed and convinced about the benefits of prioritising child rights and student councils in schools. The economic crisis in Zambia that has led to the government budget being reduced to half, which is likely to delay national initiatives in this area.

In **Central Java** there are no macro level results as such. Nonetheless, change agents have been included in discussions related to policy change on the national level (for example regarding the CFTM developed by change agents) and one change agent from one of the very first batches is currently working within an institution (University of Jakarta) that is regularly consulted on child rights policy issues.

In sum, the programme's results for child rights to, in and through education at macro level range from national policy changes related to textbooks, curricula and approaches; to new in/pre-service teacher training and the filing of a high court legal case. They have been achieved through different means and processes. Change projects formulated at the macro level – such as two of the Cambodian projects – require participants employed at the national level and solid backing from their supervisors to succeed. Other macro level results originate from successful micro and/or meso level change projects that gain recognition at the national level through skilful advocacy and communication work by change agents and their networks (e.g. Malawi). Still other macro level results appear to rely on the cumulative achievements of change projects combined with an active, influential and effective networks of former participants who help bring child rights into different national educational processes (e.g. India).

Box 4: Change Agent Networks in Zambia and Indonesia

The evaluation team attended the Zambian network meeting. The group is developing its statutes and hopes to be a legal entity in 2016. In the Copperbelt region, the change agents have a provincial level network that is strong, with change agents placed in strategic positions and with support from the provincial leadership. The Lusaka region network is also gaining momentum, not least by bringing in "locally trained" change agents. The other provinces have no real network to speak of, but there are a few active change agents who have transferred from the Copperbelt to important positions in other provinces upon whom the national network had pegged its hopes. The network meeting in Zambia in October 2015 was well attended, with over two-thirds of non-retired and living former participants present. One participant had driven 10 hours to attend, with only one days' notice of the meeting happening. The atmosphere in the group was constructive and relatively dynamic.

Meanwhile, in Central Java, at least two out of three ITP participants (often all three) have belonged to either the IKIP PGRI or Muhammadiyah Universities in the last 11 out of 13 batches with Indonesian participation. Networking in Central Java currently takes place primarily among change agents from the two respective universities, with limited joint initiatives bridging the two main locations. Discussions between batches have taken place to inform each other, primarily about the programme and expectations. There are strong collegial ties between change agents that pre-date the training and willingness to ensure increased institutionalisation of child rights education within the universities.

3.6 NETWORKS

As discussed in section 3.1, creating sustainable networks are part of Sida's overall capacity development objectives. Networks also formed an important strategy for LU to enhance the results on the ground for sustained change processes in the area of child rights at country level. This became particularly evident for LU after the first impact seminar in Bangkok. Indeed, as discussed above, many of the meso and macro level results that the change agents have contributed to have relied in part on support from change agent networks.

Given that the change projects were usually limited in scope and have scant resources, LU (and change agents) found that child rights in education results can be amplified and diffused much more effectively if change agents organise themselves to support and advocate for change processes at different levels. The more successful

change agent networks have shared results amongst the members, identified gaps and opportunities and/or devised strategies.

Networks of former programme participants exist in 16 countries, while in 12 countries there are no networks. These 12 correspond to countries that Sida has dropped from the list of eligible ITP countries, or are countries that LU has decided not to continue in. Most of these countries have only had one batch (exceptions are Jordan which has had five, and Kenya which has had three).

To determine the strength and activity of the existing networks, the programme mentors worked with the evaluation team to assess each one based on a set of criteria.[23] Of the 16 countries, five have robust networks that have registered as CSOs and that are likely to be sustainable for many years ("exceeding"). Four of these countries have had more than 30 participants (India, Namibia, China and Uganda), while Cambodia has had over 20.

Around half of the countries have networks that are considered currently functional, with prospects of becoming more established and sustainable ("succeeding"). Four countries have networks that are fledgling - most of these have had around 30 participants or more.

Figure 4 Change agent network development at country level

	Exceeding	Succeeding	Developing
Cambodia	X		
China/Inner Mongolia	X		
Colombia		X	
Egypt		X	
Ethiopia Addis			X
Ethiopia Awassa		X	
India/Kerala	X	X	
Indonesia			X
Malawi		X	
Mozambique		X	
Namibia	X		
South Africa			X
Sri Lanka		X	
Tanzania		X	
Uganda	X		
Vietnam			X
Zambia		X	

[23]The criteria used as follows - **Exceeding**: registered as an organisation, active, meeting regularly, developed plans, taking initiatives, achieving macro-level results, sustainable. **Succeeding**: considering registration, active, meeting fairly regularly, taking initiatives, results at district or regional level. **Developing**: change agents are in contact but sporadically but have not organised themselves and do not take initiatives as a network.

The country level networks were nurtured over the years by the regular visits of the mentors. Indeed, these visits served as an incentive to be organised, since the visits were an opportunity for meeting, exchanging experience and ideas and developing capacities further. The extent to which the networks have been able to meet without mentor visits taking place is an indication of their vitality. The top five networks have proved their strength in this regard.

Meanwhile, the Namibian network initiative to bring together the other country networks at a pan-African level in 2017 (see section 3.5) is a direct response to the ending of the mentor visits with the cessation of the programme. In Asia, cross-country networking has already taken place – the Kerala and Sri Lankan CRC networks have already held two joint meetings in 2015. These developments are also signs of the vitality of the networks.

In sum, the programme has resulted in establishing functional networks in 75 percent of the countries that the programme has regularly drawn its participants from since 2009 – which is an important achievement. There are two cases of the child rights networks reaching beyond country borders. Attaching importance to the formation of networks has been an insightful approach, that has been endorsed by the change agents, and that has increased the potential scope and momentum for change. The extent to which these networks have the capacity to be sustained is discussed further in chapter 5.

3.7 SPIN-OFFS RELATED TO SWEDISH INSTITUTIONS

Spin-off results in Sweden relate to direct or indirect unforeseen results that have been achieved within the Swedish resource base. They are included in Sida's overall capacity development objectives. The evaluators identified a number of different spin-off effects, some also involving partner institutions in the south:

- LU established the Child Rights Institute at the Faculty of Social Science in 2015 with the aim of supporting the Rights of the Child in different contexts, national and international, in research, in education or in other relevant practices.
- Over the years the mentors published six academic articles related to the training programme.
- Students from Malmö and Lund Universities undertook Minor Field Studies that resulted in six Bachelors and three Masters theses.
- Joint applications for Swedish grants were submitted by LU and Malmö University with universities in the programme countries. This includes a grant from the Swedish Foundation for International Cooperation in Research and Higher Education (STINT) with Indonesian counterparts and grants the Linnaeus-Palme Exchange Programme with Chinese and Ugandan partners respectively.
- 30 change agents participated in the Conference "Learning Together for Change" April 2015, in Arusha, Tanzania. It gathered some 160 participants from 20 dif-

ferent countries representing researchers and leaders from 15 Swedish and 24 African universities. The conference was organised by the Association of Swedish Higher Education (SUHF), with the support from The International Association of Universities (IAU), the Association of Swedish Higher Education (SUHF), and Sida.

- The Lund high school Spyken has been involved in exchanges with Tanzanian schools with funds from Folke Bernadotte's Memorial Fund.

Most of the spin-off results are a consequence of the programme being organised by a university. More detailed descriptions of these results are provided in Annex 6.

3.8 ASSESSMENT AND CONCLUSIONS

This section assesses the factors have/have not contributed to the achievement of results in the area of child rights in education at the country level and provides conclusions.

Using the categorisation[24] of change projects undertaken by LU, an analysis of results achieved in relation to the thematic type of project (participation, provision or protection) has been undertaken by the evaluators.

	Participation	Protection	Provision	All 3 P's equally
Projects from batches 12-19	64	23	14	13

The evaluators could not, however, find a correlation between project focus and successful outcomes. Moreover, focus on one P, for instance participation, could ultimately contribute to important results in provision or protection – as illustrated in the examples from Zambia and Malawi that discussed in Chapter 3.

The evaluators also analysed results in relation to the level in the education system that the change projects targeted, again, using LU's classification system.

	Local level	Sub-regional level	National level
Projects from batches 12-19	50	12	5

Local projects far outnumber projects at other levels. Given that the training programme specially focused on school and classroom management, this is perhaps not surprising. Moreover, with no given access to resources, implementing the projects at local level was more realistic. The data nevertheless shows that many change agents that were employed at sub-regional or national levels attempted to use the local projects results as a means to advocate for change at broader levels. As illustrated above, this has proved successful in some cases – for example in Malawi, Zambia and Cambodia. The data does not, however, suggest that one level has been intrinsically more conducive to achieving results than another. Rather, the ability to achieve results depended more on the given context and the other enabling factors (discussed below in section 3.8.1).

[24] LU has classified change projects by their *primary* focus. However, since child rights are intrinsically interconnected, most change projects have in practice usually addressed some combination of participation, protection *and* provision.

While the data gathered by the evaluators does not allow the team to determine necessary and sufficient conditions for the achievement of results, there are a number of factors that the evaluators have identified that appear to have an enabling or constraining effect on results. Among the constraining factors are also the opportunities missed that are also outlined below.

3.8.1 Enabling factors

In terms of enabling factors, the evidence suggests that change agent networks can play a highly supportive role for change projects – particularly if a project builds on the results of former change projects. Participants from countries where the **networks are active** became a part of a larger group of peers who are supportive and provide advice. New change agents have been able to build on past results, sometimes taking the progress to another level. Indeed, LU's questionnaires reveal that participants increasingly highlighted the importance of having networks at the country level for results. While a large number of former participants did not guarantee a stronger network, strong networks have only emerged where there has been many consecutive years of trained batches.

Second, there are indications that to ensure robust networks at country level, selecting the right type and **mix of participants over time** is important. Committed principals with good leadership skills were critical for successful piloting in schools with children (although a principal was not needed in every team since piloting sometimes took place in schools that has successfully been involved in a past change project). If active change agents at country level were mainly school-based or school-focused, however, results were likely to stay there. This is the case in South Africa. Likewise, teacher training colleges were important players, but unless there were strong change agents from the government level/national educational agencies, achieving macro level effects was difficult. This was experienced in countries like Inner Mongolia and Central Java that had minimal representation from governmental education bodies attending the programme. Meanwhile, having too many education officials from the central level made it hard to develop and adapt approaches and produce actual direct and evidence-based changes for children and schools on the ground. Policy work has to be accompanied by know-how and resources to turn policies into practice.

Third, the **training content** and mentoring support have been critical enabling factors. The child rights knowledge gained in theory and practice, understanding one's space of action as a change agent and learning basic project management skills supported the achievement of results. The three P's have provided a useful framework for explaining the content of the CRC and as point of departure for change in practice. (see section Child rights).

Fourth, the data gathered confirms that experiencing **Swedish approaches** to child rights in education had a very significant effect on many of the change agents. In particular, visiting schools, learning about the school system (and Swedish society) and seeing how a functioning and congenial environment for learning can be achieved

was a powerful experience for many of the change agents interviewed. It gave change agents a clear concept of what is actually possible and strongly influenced many of the change projects.

Fifth, there is evidence that **recruiting** committed and resourceful participants was critical to enable results. Having a few strategically placed change agents was vital for broader institutionalisation. Kerala and Cambodia greatly benefitted from this. Likewise, team composition obviously played a decisive role in the type of impact that could be expected of each change project. Inviting **teams of three** from each country allowed there to be a supportive peer structure in the project work. The participants were able to energise each other and, in some cases, pick up the slack if one participant had less capacity. Moreover, adding three new people each time to the emerging networks was also a great advantage.

Sixth, the data examined suggests that change gains momentum **when it is demonstrated** that activities to promote child rights in education leads to important results – e.g. improved learning and working atmosphere, less violence, cleaner environment and academic achievement. When key duty-bearers were made aware of these changes and convinced of the benefit, changes more easily occurred at meso and/or macro levels, along with requisite funding. Some change agents have used media to raise awareness on how to achieve change. In Kerala change agents produced a book and made films to showcase their results and spread ideas. Similarly, in Zambia one change agent has produced radio programmes on child rights and is currently working to spread CRC in education successes through film. Change agents in Central Java have used media widely – including universities' own TV-channels, but the size of the country leads to high competition in terms of gaining national level attention.

Seventh, it has been important to have **supportive leadership** at country level that has recognised the value of the Swedish training and been prepared to provide resources for change. For instance, the vice minister of education in Namibia is actively supporting and championing the change agents. Likewise, the last two provincial education officers in the Copperbelt province in Zambia have been supportive and actively encouraged change agents to share and spread their knowledge.

Lastly, there are indications having **sufficient policies and legislation** in place gave change agents in some countries a platform to work from. For instance, in India the Right to Education Act from 2010 has provided a useful framework for change agents. In Indonesia the Child Protection Law helped achieve understanding of child rights among stakeholders. The policy framework for Zambia (Zambia Education Act 2011) and Tanzania (the Law of the Child Act, 2009) both support child participation. In Zambia, however, corporal punishment in schools is forbidden, but this is not the case in Tanzania or Indonesia. Not surprisingly, the work to address violence in school has been more challenging in these countries.

3.8.2 Challenges

Many of the challenges faced at country level relate to the internalisation and practical application of child rights within the change projects. To begin with, t**eacher resistance** seems to have been a considerable challenge in all countries examined.[25] Part of the difficulty has been the common misconception that children's rights mean that children are free to do what they want. For instance, in Namibia a change project in a pilot school that introduced positive discipline had to close down after six months because the principal thought students were granted too much power. Resistance has usually dissipated in schools that have demonstrated the benefits of a child rights approach in, to and through education, but due to staff turnover there is always work to bring new teachers on board. Additional training on how to dissolve resistance and garner support would, nevertheless, be useful for participants.

Second, resistance has often been compounded by perceptions that cultural and/or religious values are being challenged by the introduction of the "western" value system of human rights. Change agents in Central Java, for example, maintained that **religious values** will always prevail if there is a real or perceived conflict between religious values and other values. Change agents therefore highlighted the importance of conveying child rights through references to Islamic teaching to demonstrate the compliance with Islam. The mentor testifies that the Indonesian change agents have actively reflected over their cultural perspectives and with the aim of finding smooth strategies and relevant concepts to introduce child rights in schools – especially in relation to religious teachers.

Third, the perceived need for physical and/or psychological **punishment** in schools is deep-seated in many cultures. Hence, making stakeholders at all levels aware of the detrimental effects has been a challenging task for change agents. There have of course been important results and several schools in e.g. Zambia, South Africa, Mozambique, Central Java and Cambodia have reported that corporal punishment has ended. However, evidence during field visits indicated that in some cases physical punishment has been replaced by "consequences"– often with the best intention – which consist of humiliating, self- and peer punishment.[26] Approaches to positive discipline and potential pitfalls were not always well understood by stakeholders. In Zambia, change agents have been working to try to dissolve the prefect system[27] by

[25] Even in Indonesia, where top performing schools were specifically selected for change projects with the hope that resistance to change would be comparatively lower, sensitisation work was required to get teachers actively involved in (rather than opposed to) changes in the classroom setting which aimed at abandoning traditional teaching-learning approaches.

[26] Sometimes psychological punishment can sometimes be perceived as more damaging by children. In the evaluation of SCI's work in Tanzania, children reported they would rather be beaten than experience some of the degrading non-violent punishments that had replaced beatings.

[27] There is no official policy regarding prefects in Zambia, but the prefect culture is pervasive. Children

trying to integrate into the student council structure. So far, at best, prefects now enforce the rules that the student council sets, which can potentially be a call for concern. In a similar vein, in Indonesia, the system of "class captain"[28] is widely implemented in primary schools. However, this concept has not been specifically questioned nor has its compliance with child rights been thoroughly explored. One change project in Solo nevertheless included work with the Captain's Diary as a means to combat bullying and find new ways to formulate classroom rules.

Fourth, although a key concept of child rights, there is a point when children's participation can **conflict with the best interest of the child.** The team came across child participation that took the form of meting out punishments to other children; being involved in trial period teacher recruitments; "representational" participation in management committees; and, holding teachers to account; which in many circumstances may not be beneficial for the children involved. They are arguably tasks for which professional adults (school management) should take primary responsibility.

Furthermore, it seems that it has been a challenge for some change agents to promote child participation as a child rights issue that is win-win, rather than a zero-sum power relationship in which children's participation is perceived as taking place *at the expense of* adult power. Thus participation risks being cemented as a benevolent act provided by adults, instead of as a fundamental right of children – a goal in itself and a means to ensure fulfilment of other rights.

In addition, the change agents of this programme faced other challenges that are common the participants to many other ITPs. First, there were no funds available in the programme for change projects. The ability of country teams to affect change was therefore bound by the **resources** they have at their disposal. Many change agents were generally strategic and resourceful in identifying means to fund smaller pilot initiatives through school budgets, internal organisational funds or applying for special funds from the government. In a few cases change agents also partnered with human rights organisations, CSOs and teachers' unions. However, larger scale replication and roll-out has often been slow and arduous unless specific resources could be identified.

Second, in some countries, the lack of sufficient **English language skills** was a barrier. In Indonesia and China, for example, the level of English is relatively poor, particularly at the school level. This was addressed by selecting a number of English teachers/teacher trainers for the programme and using the English languages faculties at teacher training colleges. This risks compartmentalising child rights as part of English and regarding them as a "foreign" concept. Overcoming language limitations by

aspire to the power and status that the position of prefect brings.

[28] The captain, who is selected by the teacher and his/her classmate keeps a "Captain's Diary" in which the behaviour of his/her peers is recorded.

targeting teacher training colleges and university staff led to very limited representation of relevant government officials in training batches, and thus reduced prospects for macro-level results.

Third, turnover of staff has sometimes been a challenge for results. Capacity development initiatives, such as this programme, usually need to factor in the likelihood of **changes in the personal or professional lives** of change agents occurring. Former participants have been promoted, retired, died, changed new career paths, moved to another location as a result of civil service placement. These circumstances have sometimes affected change processes negatively, but in a few cases they have led to new opportunities. Indeed, some change agents that moved to other places and organisations brought their child rights commitment into a new setting. In general, these movements were difficult for LU to follow and assess in terms of their consequences and results.

3.8.3 Missed opportunities

While there are examples of change projects that collaborated with other actors (for instance, the Zambian Civic Education Association in Zambia and UNICEF in Tanzania) to create synergies and access funding, these were not common occurrences over the last 13 years. Rather, opportunities to create synergies and build on ongoing processes funded by other donors were frequently overlooked.

LU often lacked the overview at country level to identify potential synergies. It did not systematically identify the relevant education and child rights actors, map out the ongoing national, donor and civil society initiatives or hold regular strategic discussion with key stakeholders (the ministry of education, UNICEF, UNESCO, the human rights commission or leading national and international CSOs). It therefore did not have the opportunity to inform about the programme and discuss how the training programme could bolster ongoing efforts in the most synergetic way. Sometimes a strategically placed change agent was able to compensate for the lack of this perspective. However, often it meant that the training programme potentially missed opportunities to recruit change agents that could add value to the processes supported by these actors. Furthermore, potential opportunities to obtain funding for change projects from these other interventions may also have been missed – as well as the chance to bring successful change projects to scale.

At the same time, correctly navigating the development cooperation community and identifying potential opportunities cannot be fully expected of mentors who normally do not operate in this context. On the other hand, where applicable, Swedish embassies could potentially play a greater role in making introductions, promoting linkages and identifying opportunities. Likewise, Sida in Stockholm could have linked LU with other organisations supported by it, in particular those with overlapping interests – such as Save the Children International (SCI), Plan International and perhaps the Raoul Wallenberg Institute.

Concrete examples of missed opportunities that the team identified include SCI's projects in Zambia and Tanzania[29] in the area of child rights governance. Both have been running for several years, both focus strongly on child participation, both constitute SCI's largest projects in each country and both are fully funded by Sweden. Yet, there was no interaction let alone linkages between the SCI's and LU's work. The Swedish embassies bear some responsibility for this disconnect. The details are provided in the box below.

Box 5: Missed Opportunities for Synergies at Country Level among Swedish Funded Development Efforts

In Tanzania, there could have been several possibilities for collaboration and mutual support between LU and SCI's Swedish funded child rights governance project. For instance:

- In Temeke SCI helps children run a local radio programme on child rights and has supported journalists in establishing an association to promote proper child rights perspectives in the media. These media activities could have supported and interacted with past change projects in Temeke.
- SCI has considerable experience in training teachers and children in child rights and supporting child participation in several provinces. Thus change agents could have benefitted greatly from exchanging knowledge and experience with SCI.
- Last year SCI was struggling to find an appropriate and effective means to introduce positive discipline in schools. LU could have been a highly suitable partner.

In Zambia, Sweden is directly or indirectly funding a range of child rights initiatives that relate to the training programme. The Swedish Embassy in Lusaka, however, has neither had an understanding of the potential interconnections of these initiatives nor played a role to create synergies and linkages:

- SCI's project in child rights governance, which would have had many potential points of interest with LU's work, had its first contact with the Zambian change agent network as a result of the visit from the evaluation team. It turned out that it had just visited the Copperbelt province to identify schools for support to student councils – something the change agent network has extensive experience and knowledge of and which it could have easily facilitated if it had known.
- SCI also funds (using Swedish project resources) the Zambian Civic Education Association. This organisation, (unknown to SCI until this evaluation) has collaborated with change agents on several occasions.
- The Human Rights Commission – which has a special commissioner for child rights – and the change agent network have recently seen opportunities to collaborate, in which the former may even have small sources of funds that can support change agent initiatives. The evaluation mission discovered that Sweden is (via a UNDP trust fund) one of the larger donors of the Commission.
- One of the pilot schools in the Lusaka region for student councils has been involved in a partnership with a Swedish secondary school since 2004. Through a plaque on the wall the Evaluation discovered that the partnership is funded by Sida.

[29] Evaluation *of Save the Children's Child Rights Governance and Protection Projects in Tanzania* , Sida 2014.

4 Relevance

Many children in the developing world attend school without the expectation of a positive learning experience. Their right to education is undermined by a number of factors ranging from poor school facilities, and school violence to having no voice and low level didactic approaches. Challenges facing schools in the participating countries often include:

- Teachers not showing up for classes
- Bullying
- Corporal and other punishments
- Dropouts and truancy
- Early pregnancies among girls
- Top-down non-participatory leadership and poor relations between teachers and students
- Poor school environment - broken infrastructure, poor sanitation and vandalism

LU's programme highlighted to participants how these factors undermine child rights and how addressing the three P's (see Box 3) can help rectify the situation and promote child rights to, in and through education. In doing so, the programme contributed to the aim of quality and inclusive education for all, which is central to the education agendas of developing countries and underpinned by the Millennium Development Goals, the Sustainable Development Goals and the Education For All Movement. It also went hand-in-hand with UNICEF's Child Friendly Schools agenda that many of the developing countries involved in the programme are actively trying to achieve. Moreover, the programme promoted the implementation of the CRC which has been signed by all the countries that participate in the ITP.

As seen in the previous chapter, results at country level have in different ways promoted child rights to, in and through education. For instance, the promotion of the child's right *to* education (article 28) is seen in many of the schools in which the quality of the education has improved thanks to change projects that enhance teacher methodologies, school curriculums, student retention and/or teacher-student relations (e.g. Zambia, Kerala, Inner-Mongolia, Cambodia, Central Java and Malawi). The child's rights *in* education such as the right to participation, protection from abuse and violence, and freedom of thought and expression has been promoted by schools that have established student councils, addressed bullying, stopped corporal punishments and improved the safety of the school environment (e.g. Uganda, Zambia, Tanzania, Mozambique, Namibia, Malawi, South Africa). The child's rights *through* education (article 29 and 42) has been addressed by change projects that have worked to enhance children's knowledge and understanding of their rights through, for instance, child rights clubs, civic education and student councils (e.g. Zambia, Tanzania, Mozambique and Namibia).

Several of the change projects have been able to enhance the implementation of national policies. Examples in the case study countries include the friendly cities/friendly schools efforts in Indonesia; the friendly schools initiative in Zambia and the establishment of student councils which is a Zambian government policy since 2011. Moreover, each change project set the activities in the context of the country's child rights and education policies, which is not least reflected by the overview of the country's policy framework that was included at the beginning of each report.

4.1 SWEDISH DEVELOPMENT POLICIES

Education and human rights are both priority areas for Swedish development cooperation. The programme strongly supports these two areas as discussed above.

Sweden's *Policy for Global Development* emphasises a poverty perspective and a human rights perspective. With regard to the latter, human rights permeated the programme throughout. The training approach applied by LU was based on human rights principles. Change agents that were interviewed informed the team that because they were so impressed by the approach, they try to replicate it in their own training efforts. The extent that participants have expressly applied rights-based approaches is unclear from the data. The team has nevertheless made some observations that outline general progress in relation to the human rights based approach that are included in Box 6.

Addressing education and child rights issues is highly relevant to reducing poverty in developing countries. However, a deliberate poverty perspective was not clearly evident in the targeting of geographic areas by the programme. In some cases, like South Africa, comparatively poorer communities have benefitted from the change projects. In Zambia, most of the change agents have worked in relatively urban and comparatively better off (but not wealthy) communities. In Tanzania, many of the change projects have been located in or in the vicinity of Dar Es Salaam. Schools selected include those in highly populated urban poor areas (Temeke) and a better off public school associated with a university.

On the other hand, using poverty as a criteria for the choice of candidates and pilot schools may not necessarily be the most effective approach. Pilots are sometimes best launched in schools that have favourable conditions for success. Likewise, choosing candidates from very remote and poorer areas can make teamwork difficult if other participants come from administrative centres. At the same time, it is important to consider that the gaps between the very poor and better off have been widening in many developing countries.[30] In addition, structural discrimination – a cause of much

[30] Save the Children, *Born Equal - How Reducing Children Could Give Our Children a Better Future*, 2012 http://www.savethechildren.org.uk/sites/default/files/images/Born_Equal.pdf

Box 6. Applying a Human Rights Based Approach to Education

Applying a rights-based approach to education means that children should be seen as holders of the right to education. It requires that countries and educational institutions develop approaches that make use of the human rights framework in policy, planning and implementation so that child rights are promoted, protected and fulfilled. In relation to the commonly used acronym PANEL the following observations of the change projects have been made:
Participation – a number of change projects have revolved around some form of inclusion of children/pupils in decision-making. The findings indicate that some countries (e.g. Zambia) that have given participation extra emphasis have come farther than some others in allowing children to *claim* decision-making space and influence. Meanwhile, participants from Central Java have given less emphasis to this area. They have instead addressed children's participation in specifically *designated* and limited areas of action (organising competitions, celebrations, study visits etc.).
Accountability- Change agents have demonstrated awareness of the importance of assuming accountability towards those involved in their change projects. Ownership for the initiatives they have launched has been very strong. The promotion of accountable structures in schools and/or in the education system has been addressed by some change projects, but not all.
Non-discrimination – Some projects have targeted vulnerable groups, such as pregnant teenage girls, school dropouts etc. The most vulnerable groups/individuals in any given context need to be identified locally. In some countries the gender dimension (not least socially constructed expectations on boys and girls respectively) needs to be given more weight – beyond simple statements of equal treatment.
Empowerment – Children with more extensive knowledge of the full set of their rights are likely to gain confidence to demand them. There is evidence of this in Zambia. Change projects that have focused on adults (teachers and school staff) and have not yet sensitised children directly, still have a way to go.
Linkages to human rights standards –The 3Ps have been used extensively and effectively as a framework to conceptualise and operationalise the articles of the CRC. On the other hand, change reports and interview ofter refer to "CRC implementation". This is also reflected in LU's programme report "Enforcing Child Rights Globally" that includes phrases like "to practice CRC" (p 128) "teacher dissemination of CRC" (p 75) and "infuse the CRC concept" "foster CRC activities (p 115)). The extensive application of these vague umbrella concepts have not been conducive to shedding light on actual activities undertaken and concrete linkages to child rights. Neither has it helped to assess to what extent change agents themselves have accepted, internalised and can be expected to promote the set of interdependent, indivisible child rights, in their contexts.

poverty in the world – does not seem to feature strongly in the training or change projects. It would therefore be relevant for future training in the area to more deliberately consider and be aware of specific poverty concerns in its country level approaches.

Gender equality consciousness in the training programme was, on the other hand, relatively good. Participants were always part of mixed teams, the trainers themselves were mixed and gender equality concerns were raised in the training. Some change projects focussed specifically on gender issues. For instance, in Tanzania the gender aspects of science education was examined by one project, which ultimately led to guidelines on gender balance for textbooks. Teen pregnancy and re-entry after birth have been aspects of projects in, for instance, Malawi and Zambia. Meanwhile, in Indonesia change agents stated that they did "distinguish between girls and boys". The latter is an indication that much greater gender equality awareness in child rights work is needed – particularly in relation to countries where women's and girls' rights represent a strong potential conflict between religious and rights-based values.

5 Sustainability

For this evaluation, the evaluators have assessed sustainability, or the extent that the benefits of the project continue after completion of the programme, in broader terms: it is not limited to the extent individual child rights capacities developed by the programme will be sustained, but rather whether there will be sustained momentum for child rights change processes in the education sector.

Sustainability depends to a considerable extent on the level of ownership. This in turn relates to the programme's perceived relevance to the challenges at hand, which as seen in the previous chapter, is high. Indeed, the case study visits, documentation and interviews reveal a high level of ownership of the change projects and the child rights in education change processes these have led to. Change agents are fully in the driver's seat and most express a strong commitment to improving the rights of children to, in and through education.

With regard to the individual, micro, meso and macro results already achieved, sustainability is relatively good – at the individual level sustainability will be high; at micro and meso levels it is likely that many schools and districts will continue to benefit from the changes achieved; and, macro level results, for example, in Cambodia are likely to be sustained. The fact that the change projects have not been financed by programme funding but have relied on the institutional resources that each change agent team has been able to identify, has favourably affected sustainability.

At the same time, there is of course always the risk of micro-level results at schools deteriorating over time as a result of, for instance, negative personnel changes. Similarly, meso and macro results can potentially lose momentum if there are changes in political priorities.

After a few years, LU – and the change agents –recognised that networks are key for a sustained momentum and diffusion of child rights implementation at country level. Indeed, the stronger and larger the network, the stronger the institutionalisation in the country's systems and more sustainable the *continued change process*. Therefore to achieve more than sustained project results, LU made a concerted effort to nurture the growth of the networks in the last programme period, not least through its approach to recruitment.

The upcoming (temporary or permanent) cessation of the programme means i) there will be no more Swedish trained change agents to add to the networks' critical mass; and, ii) there will be no more regular mentor visits that provide opportunities for getting together and building capacities further. This pending situation energised some networks to take initiatives to secure the momentum for child rights change in their

respective countries by formalising their networks, creating organisations and/or launching processes. For instance, in Zambia the network is taking steps to become a registered organisation and there are aspirations of establishing a national capacity that can continue to train teachers and children. In Namibia, the network, together with the Ministry of Education, is planning for a national roll-out and looking to bring African change agents together to share and exchange. In Inner Mongolia and Central Java, child rights centres have been established within academic institutions. Whether these structures can buttress the desired change processes remains to be seen. Meanwhile, LU has established the Child Rights Institute (CRI) that can play potentially a role in providing technical expertise to countries that are eager to further develop child rights in education.

Since the programme was re-launched several times since 2003, there were expectations at LU that the programme would continue, particularly since Sida had not signalled anything different. When the halting of the training programme became a likely event, LU scrambled to establish the CRI and communicate to the country networks about future changes. Except for in Cambodia, where the Swedish Embassy has played a role to connect its education programme stakeholders with the change agents there, embassies have not played much of a role to support the ongoing exit process.

Apart from establishing themselves as more regular and perhaps formalised entities, the networks will also need to figure out what path to take. Each will need to determine what shape, form and approach it will take. Should it be a professional support network for members? Or an organisation with a specific agenda to be achieved? Should it become a more general child rights and education organisation? Should it be a group consisting of only Lund educated change agents? Or should it widen to include other change agents with likeminded objectives? How should it engage with other child rights organisations? Should it become part of other child rights platforms in the country? How should it interact and ally itself with children and children's organisations and teacher unions? Some of the networks have started to stake out their paths but it seems most are still trying to figure out their direction.

6 Efficiency

In line with the evaluation questions in the evaluation framework, this chapter assesses the programme's results framework and its monitoring and reporting processes. In addition, the chapter provides an overall assessment of LU's programme management and findings in relation to aid effectiveness.

6.1 PROGRAMME MANAGEMENT

LUCE has been responsible for relations with Sida and the administration of the programme. The team has considerable experience in running multiple ITPs in different sectors at the same time. It played the central role in participant recruitment, budgeting and reporting to Sida. It organised flights, visas, accommodation, venues, field trips, school visits, social events and publications. It administered questionnaires to the participants (after phase 2 and 4 and after impact seminars) and analysed the responses. In consultation with the mentors, it reflected critically on the programme's implementation, regularly tweaking, changing or dropping components/tools/activities. The programme has run smoothly and professionally and LUCE's role has been highly appreciated by the mentors and change agents alike.

In running this programme, LU drew on its considerable advantages of being a university. First, the mentors were mostly drawn from it. As senior academics their jobs had some flexibility that allow them to accommodate the needs of the programme. Second, LUCE was able to draw on university resources such as LUVIT, the university library, teaching venues, publication logistics, etc. Furthermore, LUCE employed student interns, "studentpolare", to shepherd the participants around Lund and who in other ways help support the training weeks in Sweden. All these factors made the programme comparatively cost-effective. Meanwhile, at country level, the programme drew on change agents to assist with organising the mentor visits and the progress workshop. Change agents even picked up some of the expenses – like transport and/or venue costs.

The course content and structure were decided upon by the mentors. The personalities and relations between the mentors are such that there was joint leadership among them and no hierarchy. Decisions were taken by consensus. Generally this worked well but sometimes LUCE staff had to facilitate to ensure efficient decision-making. Three of the mentors are now of retirement age. The programme has not identified or groomed potential replacements as the future of the programme is unclear.

6.2 RESULTS FRAMEWORK

LU has developed its results based framework in 2010 with output, outcome and impact level results. After the first year, it was clarified in more detail. It contains some shortcomings – for instance, the outcome objective does not make any reference to the education system in which all the change processes aim to make a difference. In addition, networks at country level are regarded as an output even though sustainable functioning networks are beyond the immediate influence of the programme and therefore would best be described as an outcome. Likewise, national policy-level changes could be seen as an indicator of impact rather than an outcome. Nevertheless, the framework was sufficient to structure reporting and improve the results focus of the programme.

6.3 MONITORING AND REPORTING

The programme included a number of monitoring and reporting processes. LUCE had different reporting formats for each process which were revised and updated as needed. The main types of reports included the following:

- Change agents prepared project plans, progress reports and final reports. The mentors often dedicated significant time to support the change agents in producing these. The formats for these reports were appropriate but the quality of the end product was sometimes patchy – but generally better for latter years. The country visits of evaluation team shed a rather different light on the change projects than what was conveyed by these reports.
- Final change project reports have, since batch 12, been published in book form with a chapter for each country. Each book also included an introduction about the training programme and its content, as well as a concluding chapter that summarised key features of the change projects and provided some overarching analysis. These publications have played a role to demonstrate the achievements of change agents and thereby expand their space of action. Copies were sent to change agents and the mentors have distributed these regularly to stakeholders during their country visits.
- Mentors prepared reports for each country visit. These are generally pro forma, short and descriptive, although the programme management at LUCE have made efforts to make the format more results focused. There is scope to make the reports more analytical.
- Change agents prepared pre- and post-conference papers for the impact seminars. The latter were included in a conference book with a chapter on each country, the keynote speeches, an analysis of the survey results (see the above section) and overarching conclusions. As discussed below, these reports have some shortcomings.
- LUCE prepared annual reports to Sida that covered the programme content, progress of each phase, results achieved and many annexes of programme related information. It demonstrated an analytical perspective and shares information of what has been less successful (e.g. critical feedback from participant questionnaires) and what changes were made to improve itself.

On the other hand, no specific reports from the progress workshops were prepared.

Despite conscientious efforts to report on country level achievements, there is both considerable over-reporting and under-reporting of these results. There are many reasons for the under-reporting:

- The projects initiated by the change agents were short-term and limited in scope. Within the timeframe of the training, few projects could report on results beyond the output level. For instance, many projects involved training at the local level, but the full effect of the training would only be achieved after the learning was internalised and applied in schools, which typically occurs after the change agent team has completed the training programme.
- Many change agents have continued to work on their projects even after they completed the training programme and thus they have produced more effects much later. Indeed, it is common that change processes continue years after.
- Change agent networks or sub-regional authorities (often there is overlap) might take initiatives that build on several projects to create greater coverage or roll-out after the participants have completed their training.
- The programme's contribution may be indirect – e.g. a change agent seizing an opportunity at work to integrate child rights perspectives in a process that is not connected to his/her change project.
- The format for the mentor reports does not include information on continued results of former change projects.

Meanwhile, an impression of over-reporting is caused by the fact that project reports frequently do not quantify results in terms of number of e.g. students, teachers, classes, schools, districts and/provinces. They lack precision and most often do not mention how many teachers and students might be involved in a project. Moreover, if it is stated that the project involves e.g. three schools in one zone, reports will usually not explain what proportion this constitutes in that geographic area. Local maps have rarely been included. Furthermore, the impact seminar country reports sometimes aggregated results without including data. The Tanzanian 2013 impact seminar report, for instance, mentions a number of results (increased awareness of CRC among teachers, students, parents and community members; existence of CRC clubs in schools, adoption and application of student centred teaching approaches) without specifying that these changes are not national but only concern some schools – the pilot projects and schools that have replicated the pilot efforts (most of which are in certain parts of the greater Dar Es Salaam area). In some cases, the reports simply exaggerate. The Tanzanian 2013 impact seminar report claims that "most of the teachers apply participatory teaching and learning" which is clearly not true for Tanzanian teachers, while the same report for Zambian stated that there was a "formation of district school council committees for learners in four provinces" while the evaluation team could only confirm the functioning of these in one province.

6.4 AID EFFECTIVENESS

The programme has been managed in relative isolation of other related efforts in Sweden. The mentors express that their respective university institutions show very

little interest for the work to feed back. The mentors also see scope for greater exchange with other related international development cooperation activities undertaken within the University. While there was some contact with the Raoul Wallenberg Institute concerning Indonesia many years back, there is minimal contact between the programme and the institute. Likewise, although Sida funds child rights programmes through Save the Children, as discussed in section 3.8.3, there was virtually no contact between the programme and Save the Children. In the same vein, the programme had little contact with other departments in Sida that have common objectives and/or related activities.

7 Conclusions and Lessons Learnt

7.1 OVERALL CONCLUSIONS

7.1.1 Relevance

The education system offers a natural and highly effective vehicle for realising child rights and promoting democratic culture, expression of voice and critical thinking within future generations. Meanwhile, there is solid evidence from around the world that an education that is provided based on child rights principles, improves not only the wellbeing and protection of children, but also retention of children in schools and their educational results. The Child Rights in Education International Training Programme has been highly relevant in this context. It furthermore strongly supported most global and national educational policies and objectives, while making use of Sweden's expertise in child rights – an area that it has long been at the forefront of. Thus, the programme was relevant to Sida's policies, education needs in developing countries; the Swedish resource base and the global child rights agenda.

7.1.2 Effectiveness

The Child Rights in Education International Training Programme was successful in producing a cadre of change agents committed to making a difference for children in the school system. Already after the first weeks of training, the programme was able to significantly change the perspectives and attitudes of the participants. By the end of the programme, change agents most commonly referred to the experience as "transformational". The progressive **teaching methodology** provided over five phases by a team of highly committed, supportive and experienced mentors; combined with the smooth and **professional administration** undertaken by LUCE were the central factors contributing to the **impressive output**. The fact that LU ran the training programme for over 10 years and regularly critically reflected upon its work during that timeframe, allowed the programme to develop and hone good practices.

At the same time, the training programme **achieved outcomes** and contributed to other results in the concerned developing countries at individual, micro, meso and macro levels. Some examples of these include the following:

- At the individual level change agents changed attitudes of principals, teachers and students – and thus sowed seeds among community members for realising child rights;
- At the micro level schools were transformed organisationally, academically and psycho-socially;
- At the meso level pilot schools' successes were replicated and scaled up and new improved curricula and teacher training efforts were established; and,
- At the macro level new national education policies were put in place.

The paths chosen by change agents to **achieve wider effects** from their initial change projects have varied, depending on opportunities and funding available. Some change agents and their networks piloted initiatives at the school level, brought the results to the attention of the central level, then proceed towards a country-level roll-out. In some countries change also started at the school level, but then the change agents leveraged the central level to persuade the meso-level authorities (province) to take the changes on board. Meanwhile, in other countries the change agent networks started locally and then systematically built a critical mass at the sub-regional level while gradually working towards the macro-level. Where a large mass of change agents were employed within academic institutions, change agents focused on creating a critical mass of change projects within universities, with limited aspirations of influencing overall educational systems. Instead, focus was placed on building the child rights competence of teachers.

There have been several factors that have **enabled outcomes and wider effects** in the concerned countries. To begin with, **networks** of change agents have played a critical role. LU identified early on that change agents' space of action could expand with the complementary support of a network of like-minded colleagues. This could also increase the likelihood of diffusion, greater institutionalisation and enhanced momentum for change. Indeed, in several countries networks brought micro level successes to the attention of decision-makers, devised strategies for replication, scaling up, policy change and institutionalisation.

Second**, recruiting** the right type of participants has been the key factor for achieving country level results. Candidates with strong leadership, organisational and communication skills as well as being placed strategically in the educational system have made a significant contribution to results. Given the importance of networks, LU's recruitment of change agents not only considered the potential capacity of candidates to implement change, but also their ability to engage in and bolster emerging networks of former participants in a relevant way. Geographical co-location therefore also became important. Having teams of three from different administrative levels in each country also contributed positively to results. Drawing on the emerging networks to help identify new candidates for the training programme was generally a useful and cost-effective strategy. Relying heavily on networks can however, be limiting, making it essential for course organisers to devote some resources to establishing a solid overview of country's relevant actors and processes.

Third, LU's **training** – including the content, approaches, mentoring support and the experience of Sweden and Swedish approaches to child rights in education –played a central role for enabling results. Fourth, some **country contexts** have been enabling. This includes ones with supportive supervisors and national policies and strategies that promote child rights to, in, and through education.

In most countries change agents also had to address **factors obstructing change**. Resistance to change as a result of religious values, engrained didactic methods of teaching, cultural practices and disciplining approaches that involve violence have been

obstacles faced at some level by most of the change agents. In countries where corporal punishment in schools is permitted, like Tanzania, Indonesia and Mozambique, addressing children's protection has been particularly challenging. Another key constraining factor for most change agents was limited access to resources for change initiatives.

In some countries, even those with a large number of former participants, both results and networks have been **less notable**. From the data gathered, the evaluation team has not been able to fully pinpoint why and what could have been done differently. The recruitment barriers set by the low levels of English skills in some countries have certainly been a constraining factor. In other cases, LU may have had difficulties in finding the most effective entry into the educational system; LU may have relied too heavily on a set of too similar types of change agents; or, perhaps the national structures are too difficult to influence in an effective way.

There are also indications that greater effects might have been possible in some circumstances. This includes missed opportunities to create synergies and build on or link into ongoing processes funded by other donors. LU often lacked the overview at country level to identify potential synergies. However, correctly navigating the development cooperation community and recognising potential opportunities could not be fully expected of mentors who normally do not operate in this context. On the other hand, in some instances Swedish embassies could potentially have played a greater role in making introductions, identifying opportunities and promoting linkages. Likewise, Sida in Stockholm could have linked LU with other organisations supported by it, in particular those with overlapping interests – such as Save the Children International, Plan International and perhaps the Raoul Wallenberg Institute.

7.1.3 Efficiency

The *Child Rights in Education Programme* has been well managed by LU. The programme ran smoothly and professionally. In running the programme, LU drew on the many advantages of being a university, including in ways that have contributed to cost effectiveness. The results framework, however, had some shortcomings in relation to programme logic, in part caused by the limitations set in the tender documents from Sida. While the reporting on the programme's implementation was solid, reporting on results from the change agents could, however, in some instances be improved by providing greater precision, clarity and evidence. The programme was managed in relative isolation of other related efforts in Sweden – including the university, other Sida-funded child rights efforts and other departments within Sida that have common objectives and/or related activities. Sida, but also LU could have promoted greater interactions for mutual benefits.

7.1.4 Sustainability

The evidence gathered shows that the sustainability of the capacities developed among the participants is generally high. The extent to which the programme's direct and indirect effects at country level – on creating a momentum for realising child rights to, in and through education – will be sustained and continue to grow depends

to a largely on the strengths of the change agent networks. In countries where networks have developed into robust entities – such as in India, Uganda, Namibia and Cambodia – future prospects look bright. With the threat of the temporary or permanent cessation of the training programme, many of the networks in the other countries have stepped up efforts to consolidate themselves, which shows promise. In this process they will need to design their respective form, path, structure and purpose – including their relationship with other CSOs and CSO platforms active in the area.

For countries that have a large number of former participants, the marginal value of gaining more change agents trained in LU is decreasing. Indeed, change agents in Zambia generally felt that it was time to turn the page and focus on building a national institution that can develop domestic capacities in child rights and education. This would be the most effective way to sustain the momentum for child rights change in education. They would, however, like to obtain some form of technical assistance from LU in the start-up phase of such an initiative.

7.2 RECOMMENDATIONS/LESSONS LEARNT

It unclear at the time of writing whether Sida will fund an international training programme related to child rights in education. Given the i) the high relevance of child rights in education; ii) the ability to achieve results on the ground; and, iii) Sweden's leading expertise in the area; the evaluators' have formulated the first recommendation below to Sida.

1. Recommendation for Sida Regarding ITP in Education and Child Rights

Sida should strongly consider continuing the Child Rights in Education International Training Programme. It could include new countries/sub-regions as well those countries that still might need strengthening. To ensure an effective "handover" in the current interim period, Sida should consider ways to support change agents at the country level. For example, in countries in which change agents are prepared and willing to build local capacities and structures using the LU approach, it could provide technical assistance by drawing on LU expertise through the new Child Rights Institute.

If a new programme were to be launched, it is not known what objectives, recruitment targets, structure, content or budget it would have. Even if LU were to win the tender, the programme would be different given the retirement of over half the mentor/lecturer team. With these uncertainties, the evaluation cannot provide recommendations that clearly identify the specific responsibilities of different actors in a future programme. Providing specific recommendations to improve aspects of a terminated programme would be inappropriate. However, there are several important lessons to be learnt from the successes of the programme – as well as its challenges – that can be useful for future international training efforts. The evaluators have therefore formulated and clustered the following set of hybrid recommendations-lessons learnt for the benefit of **Sida**, potential **future ITP organisers** – including **LU** – and child rights in education actors such as **CRI** and **SCI**. They draw on the lessons learnt that have been established by the evaluation and which are relevant to international training programmes in general.

2. Networks of participants

When Sida prepares tender documentation for ITPs and when organisers implement international training programmes, they should take into consideration that:

- ITPs can greatly benefit from creating supportive country level **networks** of change agents. These can add momentum to change processes, improve prospect for institutionalisation and further results.
- Networks of change agents have to reach a **critical mass** before they can play an effective role. While numbers of participants are important to some extent, a good **mix** of participants (in relation to e.g. administrative levels and functions) over time is key to strengthening the network's ability to play an effective role. Strategically placed change agents that can play a catalytic role are important for networks. **Global impact seminars** can also provide impetus for networks.

3. Participant recruitment

In relation to the recruitment of training participants, ITP organisers and Sida should take into consideration that:

- Networks of former participants are a **useful tool** for recruiting new participants. However, this does not replace the need for a solid understanding of the country context – including both relevant actors, institutions and ongoing change processes – to serve as a basis for a quality recruitment strategy.

- The ability of change agents to be effective at country level vastly improves when the participant's **supervisor** is supportive. Supervisor approval before accepting candidates, meeting supervisors during mentor visits and other ways of engaging supervisors are thus important.

- A **poverty perspective** is possible when recruiting candidates. For instance, the socioeconomic conditions of the geographical area and/or social/ethnic group that the candidate represents can be taken into account. However, it may be more strategic to run a pilot change project in an area that has greater prospects of producing positive results. If so, it is important to consider how the subsequent steps will address poverty issues and test the theory of change in more challenging environments.

- Countries in which English is not a prominent **language** present a greater challenge in terms of achieving outcomes. Suitable candidates are more difficult to find and identifying viable entry points is more challenging. When selecting candidates from such countries, expectations have to be set accordingly. Having some effect that is slower and perhaps more limited needs to be weighed against having no presence at all.

- Recruiting consecutive candidates from a **sub-region** within a country can facilitate the creation of a network, allow the number of change projects to reach

a critical mass and support the diffusion of child rights concepts. Eventually, however, to promote institutionalisation, recruitment needs to broaden horizons, either by focusing on another sub-region, or if possible, concentrate on national actors.

4. The ITP model

Sida and ITP organisers should take into consideration the following lessons learnt by the Child Rights Education ITP concerning the application of Sida's ITP model:

- The **five-phase structure** with a project component provides an excellent mix of theory, practice, follow up and support for in-service training. Ownership and action is promoted within a supportive structure of mentors and peers. The approach is enhanced by having 3-person country teams that can jointly plan and implement the country level project. Teams provide a supportive peer structure and furthermore allows change agent networks to grow its membership more quickly.

- The provision of **mentoring** is a strength of the ITP model. In addition to expertise, the mentor's level of commitment heightens the quality of the mentorship. While much of the mentoring can be undertaken by email/skype, visiting the country level is important to ensure that the mentoring is properly contextualised. The mentoring effort benefits from regular peer support and exchange, both in Sweden and at country level.

- Defining ITP participants as **change agents** from the very start has a positive effect. Participants assume this identity, take it very seriously and are motivated by it.

- Although **Sweden** has vastly different conditions compared to poor countries, Swedish society and its systems can provide ideas, approaches and inspiration that are highly relevant to people from a development context. The benefit of undertaking training in Sweden should not be underestimated.

- Change projects are **possible without external funding**. Making use of existing intra-organisational funds has the benefit of institutionalising the processes. Their small size, do however, make scaling up and replication a great challenge for many change projects. Developing the capacity of change agents to mobilise resources is important in this context. Likewise, **Swedish embassies** has a role in helping to navigate funding opportunities within the development cooperation community.

- Holding results or **impact seminars** every few years offer a useful opportunity for change agents to share knowledge and experience and learn from each other's work. They can also serve to build and sustain country level and cross-country networks. Supporting change agents to produce reports with greater precision, clarity and evidence are important to make the most of this occasion.

5. Achieving country-level results from international training efforts

Sida and ITP organisers should take into consideration the following lessons learnt regarding creating conducive conditions for country-level results:

- Capacity development that aims at and is successful in being **transformative** greatly improves the prospects of change processes on the ground.
- When there are supportive **policies and legislation** at country level, these can be used to enhance change initiatives.
- ITPs that establish an understanding of the relevant processes at country level and develop relations with key **strategic actors** – such as donors, CSOs and national structures – can increase opportunities for strategic recruitment and/or potential synergies between change projects and other initiatives – including the possibility funding for bringing pilot initiatives to scale.
- A disjointed **management of Swedish development** support that does not ensure that ITPs constitute integrated parts of the Swedish development cooperation efforts, allows opportunities for deepened and widened effects to be missed.

6. Developing capacity in child rights in education

If the Child Rights in Education ITP is re-launched, Sida and the future organiser should take into consideration the following lessons learnt about developing capacities in child rights. These may also be relevant to other organisations involved in developing capacity in child rights in education, such as CRI and SCI:

- Teaching child rights in both **theory and practice** is critical. The three P's provide a conceptual framework that can easily be appreciated at all levels. A training approach that integrates human rights principles in the training process heightens the effect of human rights training. Moreover, it is crucial that change agents understand that children knowing and claiming their rights is fundamental and cannot be substituted by adult awareness of child rights.
- It is important to deliberately consider and be aware of specific **poverty concerns** in the country level approaches. Likewise, **gender equality** awareness needs sustained emphasis – particularly in relation to countries where women's and girls' rights represent a strong potential conflict between religious and rights-based values.
- Change gains momentum when it is demonstrated that child rights in education lead to a range of important results that benefits both children and the system as a whole. **Communicating results** to officials, decision-makers, the media and the public is therefore important.
- Implementing child rights projects in schools will almost always face **resistance** from teachers. Change agents need to be equipped with useful and practical tools and approaches to overcoming resistance – preferably based on good practices in other developing countries.

- Efforts to promote **child participation** must always be considered in the context of the **best interest of the child**.
- Understanding that physical and psychological punishments are forms of **violence against children** is a challenging in many contexts. Much more effort is needed for stakeholders to grasp the concepts and practical approaches of positive discipline.

Annex 1: Evaluation Framework

Evaluation questions	Indicators	Methods and sources
Effectiveness		
1. To what extent has the programme and change projects achieved **individual** (micro) level results? 2. To what extent has the programme and change projects achieved sustainable **meso** (organisational) level results? 3. To what extent has the programme and change projects achieved sustainable **macro** (national/policy) results? 4. What have been **enabling factors** for success for the change projects? 5. What have been **obstacles** and to what extent have these been overcome? 6. To what extent has the programme contributed to the creation of sustainable **networks** and/or improved access to existing networks (national, regional and international)? To what extent have participants' networking activities influenced changes in their organisation and on the national or regional level	• Evidence of increased disposition to act, enhanced skills and knowledge, increased implementation know-how and/or networks among former participants • Participants' home organisations and organisations within their reach have an increased understanding and apply child rights systematically. • Evidence of change projects having had a bearing on the national policy level which is in compliance with child rights. • Evidence and extent of course content, mentoring, teaching methodology, project work, participant interaction and/or field visits contributing to results. • Evidence of obstacles and means to overcome • Evidence of new or strengthened sustainable networks exist as a result of the ITP • Evidence, extent and frequency of communication (email contracts, social media, linked in) among former participants. • Evidence of joint initiatives among former participants • Evidence of improved practices and processes in education sector organisations stemming from participant initiatives	• Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews with country level stakeholders • Interviews with network coordinators • Site visits • Videos
Relevance		

7. What criteria have LU used to **assess and select** participants with change agent potential? 8. What have been the advantages/disadvantages of selecting participants in "**country teams**"? 9. What **types** (thematic, direction) of change projects have been undertaken within the programme? How have LU ensured that participants' change projects are relevant for and contribute to the desired results of the programme? 10. Are the programmes' objectives, methodology and content relevant to **prioritised needs of developing country institutions**, and in line with desired reform initiatives? Has knowledge and skills gained through the programme been considered applicable in the developing country contexts? 11. To what extent have Sida's **policy priorities** of a rights-based approach, a gender perspective and a poor people's perspective permeated the programme?	• Content, criteria and soundness of recruitment strategy • Evidence of advantages and disadvantages of critical mass in a country; and in a sub-region • Clustering of change projects since batch 12 • Participants', LUCE's and other stakeholders' views on relevance of change projects in their respective country contexts captured. • The extent to which the programmes' goals, content and methodology meet the key needs • The extent to which the training programme and change projects are based on an understanding of poverty in the local context • The extent to which change projects implement rights-based principles (participation, accountability, gender equality, the perspectives of the most marginalised) • The extent to which gender parity is taken into account in the selection of participants; • The extent to which the programme address gender equality aspects in relation education; • The extent to which the courses are implemented sensitive to the needs of both men and women	• Document review - annual reports, project reports, Sida policy documents, strategies, guidelines • Recruitment strategy • Interviews with Sida and embassy staff • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators
Sustainability		
12. To what extent has the programme fostered a sense of **ownership** of the change processes in participating organisations and countries? What are lessons learnt in this regard? 13. What are the advantages/disadvantages of **focusing on one region** in a country in relation to achieving sustainable results?	• Evidence of participants, their organisations and programme beneficiaries (including rights-holders, parents, local leaders etc.) included as primary change project initiators, designers and owners. • The extent to which participants and their organisations demonstrate commitment to their change projects beyond the programme and continuation post batch-graduation is also verified by findings. • The extent to which knowledge transfer takes place between the trained change agents and their respective target groups. • Opportunities for direct or indirect scaling up with the aim of reaching new target groups and stakeholders exist.	• Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators • Site visits

	• The extent to which school authorities feel they have influence on the courses and the selection of participants • The extent to which former participants from the same country collaborate on initiatives together	
Efficiency		
14. What are the features and quality of LUCE's training approach and implementation process? (mentorship, networking tools, M&E system, results seminar, recruitment strategy, etc.) 15. To what extent and how do these different features contribute to results? 16. Have the output, outcome and impact objectives been appropriately formulated to be relevant and useful for results based management? 17. To what extent have the Results Seminars (in 2009 and 2013 and planned for 2016) been an efficient approach to collecting and documenting results as well as for strengthening of networks?	• Identification of LUCE's main programme components and their potentials. • The extent of LUCE's role throughout change project implementation identified • Evidence and extent of course content, mentoring, teaching methodology, project work, participant interaction and/or field visits contributing to results. • Identification of most potent (and least influential) programme components vis-à-vis results achieved. • The extent to which the results seminars have documented credible results; strengthened networks and served to improve the programme	• SIPA workshop • Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators • Site visits • Videos

Annex 2: Terms of reference

1. BACKGROUND

International Training Programmes (ITP) constitute one of Sida's several methods for institutional- and capacity development in low- and middle income countries. The training programmes are conceived of in response to capacity development needs that are aligned with Swedish development goals. The purpose is to enable enhanced insights, international contacts and networks, as well as the knowledge and competence development of persons of importance to reform possibilities in the public sector, in the private sector and/or in non-profit organisations.

Participants are therefore to be carefully selected as strategic representatives of their home institutions. Participants should have a sufficiently senior and otherwise suitable position that enables them to initiate and/or manage a reform process relevant to the overall development objective of the ITP. To ensure that each participant's change project is considered relevant and important to their respective home institution, participants should, in addition, be nominated by their institution/organisation. Upon being accepted to the programme, participants are invited to a two to four week long training period in Sweden, after which participants return to their home institution to work on their change project, mentored by the programme organiser. After a period of time, all participants meet again for a week, to share experiences and receive additional support to their projects, this time often in one of the participating countries. Each individual training programme is considered completed after a total of around 18 months. By then participants are expected to have begun contributing to organisational strengthening, often through their chosen change projects (but sometimes also on the side of these), and to have submitted a final report summing up experiences in these regards.

The general purpose of the training programmes is thus in a sense to strengthen and develop the *change projects* of the participants, and to support the implementation of these in the home organisation. Study visits and other meetings with relevant actors in Sweden as well as in other countries contribute to the development of these important change projects. Additional support to change agents is expected to be provided through the establishment of sustainable networks, still relevant and operational after the end of the training programme. By recruiting several participants from the same institutions as well as the same countries over a number of years (3-5), a 'critical mass' of change agents are furthermore expected to contribute to a reform-enabling environment.

Description of the programme to be evaluated
The ITP-programme "Child Rights, Classroom and School Management" was initially procured by Sida in 2002 when Lund University Commissioned Education (previously Lund University Education AB) was entrusted with the implementation of the programme. The programme has since been carried out eleven times during the years of 2003-2009, within the parameters of that agreement. In January 2009 an "Impact and Dissemination Seminar" was organised on behalf of Sida with 160 participants

from the first five years of the ITP-programme (Batch 1-7). One of the subsequent results of the seminar was the report and analysis published in the book: "Taking Child Rights Seriously – Reflections on five years of an International Training Programme" (ISBN 978- 91-978381-0-8, Lunds Universitet, september 2009, 250s).

In the year of 2009 a continuation of the programme was procured again and once again Lund University Commissioned Education won the procurement of the ITP-programme and gained renewed trust to carry out the programme during another three years (2010-2012). During 2012, an extension of the programme was approved with another two programme batches starting during each respective year, in 2013 and 2014. In the same year, an agreement was signed on the implementation of another "Impact and Dissemination Seminar" during 2013 (for Batch 8-14), with the purpose of further strengthening the network and the participants in their role as change agents, to collect results and impacts of the programme at the national level, and to build on previous results from the impact and dissemination seminar in 2009. In 2014, the new report and analysis book "Enforcing Child Rights Globally – Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management" was published (ISBN 978-91-980535-5-5, Lunds Universitet, januari 2014, 196 s).

The target group of the ITP-programme "Child Rights, Classroom and School Management" consists of professionals in invited countries operating at the following three levels of the education system:

- At school-level, i.e. headmasters and school inspectors
- At mid-level, i.e. bureaucrats/managers at district or province-level
- At top-level within the national education system, i.e. teacher trainers, education plan developers or responsible bureaucrats at minister-level.

Apart from the above levels, NGO managers are also invited to apply to the programme. In each programme, a team comprised by three individuals are selected (at least one woman and one man) from 10 different countries. The expected results from the programme are outlined in the table below.

OUTPUT	OUTCOME	IMPACT
1. Participants have knowledge of CRC and the child's right to, in and through education and the processes of change which aims to transform Child Rights in theory and practice.	2. Change processes initiated that will contribute to the realization of the intention of the Child Rights Convention in policy as well as in practice.	3. Improved capacity in participating countries to offer and ensure everyone's right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens.
a) Increased knowledge and understanding of the CRC.	a) Participants are change agents in practise	a) The organization is able to contribute to the processes covered by the CRC with respect to planning and development of Child Rights, to, in and through education.

b) Increased knowledge and understanding of the Education for All (EFA) and MDGs targets, relevant international concepts such as child-friendly schools, inclusive education and education for democracy and human rights (EDHR) and other relevant international instruments.	b) Changes in the form of new policies, new regulations and methods, approaches, tools, etc. that ultimately leads to a change process.
c) Increased knowledge and understanding of experiences, methods and tools for organizational change in general, and rights-based (participation, inclusive and transparent) and democratic methods and tools for change in particular.	c) The organization is able to deliver concrete results in the light of identified change, i.e. compliance with the new policy, new regulations and practices, work methods, tools, etc.
d) Knowledge and understanding of Swedish and other international methods for translating children's rights and democratic values into practice in schools and in the classroom.	
e) Expanded international and national networks to work with the CRC and other relevant international conventions and instruments.	

2. EVALUATION OBJECTIVE AND PURPOSE

The purpose of the evaluation is to identify *results and lessons learned* from the ITP programme 'Child Rights, Classroom and School Management' from the 21 programmes offered by Lund University Commissioned Education (LUCE) during 2003-2015. For the implementing organisations as well as for the financiers this evaluation constitutes an important opportunity to review results and experiences in a systematic way, and a basis for programme development for the future.

The overarching objectives of the proposed evaluation are

- to identify results (positive/negative and intended/unintended) of the ITP that can directly or indirectly be derived from the programme;
- to identify lessons learned from implementation of an ITP-programme with a view to future programme development;
- to assess the extent to which a rights-based approach, a gender perspective and a poor people's perspective have permeated the programme.

3. SCOPE AND DELIMITATIONS

The evaluation shall cover the 21 individual programmes included in the ITP 290 'Child Rights, Classroom and School Management' for a global target group. Visits shall be made to two of the programme countries, to be decided during the inception phase in coordination with Sida and LUCE, in which a reasonable sample of participants as well as other relevant actors are interviewed for the result assessment. Sida is interested to know what kind of results (changes) that can be identified as linked to the ITP, and the extent to which results at outcome level can be detected (how big a share of participants does work actively to achieve change as a result of their participation in the ITP).

The evaluation shall take into consideration that the scope covers two different ITP-programmes that, although linked to each other with the latter being as a continuation of the earlier, nevertheless include differences and have been procured separately.

To determine if and how participants have been able to use knowledge and networking from the programme to implement changes in their organisation, and whether results on the impact level can be ascertained, the evaluators are expected to let change initiatives that were started in the earlier years of the programme be over-represented in the samples from the two country visits. In-depth interviews with participants and other actors relevant to the change projects, and other methods may be used to examine selected participants' change projects to determine the level of impact if any the program has had on the participants and their institutions. The evaluator should also consider whether results other than those connected to the change projects can be identified, and generally register and report 'lessons learnt' that may feed into future programme development.

A separate part of the evaluation will assess whether the usage of Results Seminars (in 2009 and 2013 and planned for 2016) has been an appropriate and cost-effective method for collecting and documenting results as well as for strengthening of networks. This part of the assignment shall be reported separately and include recommendations to Sida and LUCE for the preparations for the Result Seminar in Cambodia planned for in February 2016. Finally, the evaluator should assess the extent to which cross-cutting issues such as the rights-based approach, a gender perspective and a poor people's perspective have permeated the programme.

4. SUGGESTED EVALUATION QUESTIONS

Effectiveness and outcomes

- What changes has the ITP programme resulted in on individual (output), organisational (outcome) and national (impact) level?
  - Impact level: Have participating organisations been able to contribute to improved capacity in the countries to offer and ensure everyone's right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens, and to what extent can this change be attributed to the ITP?
  - Outcome level: What are the results of the participants "change projects" in the home institutions as well as in terms of policy-making? Have participants been able to actively work to transform their knowledge into institutional capacity? Consider ways of aggregating the results and identify key enabling factors for success.
  - Output level: Assess participants' increased awareness of the CRC and the child's right to, in and through education and the process of change which aims to transform Child Rights in theory and practice.

Relevance and applicability

- Has the programme's content and structure been considered relevant to participating institutions, and in line with desired reform initiatives? Have knowledge and insights gained through the programme been considered applicable?
- What criteria have LUCE used to select the appropriate participants? How have these criteria been applied? What are the pros and cons of selecting participants

in "land teams"? How have LUCE made sure that participants' change projects are relevant for and contribute to the desired results of the programme?
- What are the pros and cons of focusing heavily on one region in a country in relation to achieving sustainable results?
- To what extent have participants' technical, economic and political preconditions matched the assumptions of the programme organiser? Have LUCE's ability to assess participants' preconditions affected programme outcomes? How (based on what information) have such assessment been made?
- What change projects have been conducted over the programmes? Consider ways of categorising these according to intended change direction/thematic content and discuss their relevance to the programme objectives and the likelihood that change projects lead to long-term results according to the objectives of the programme.

Efficiency
- Has Sweden's (LUCE's) own competency and capacity in this area of expertise met the needs in the programme?
- Has LUCE been able to provide sufficient and relevant mentorship to participants' in relation to their change projects?
- What are the lessons learnt with regard to LUCE's monitoring and evaluation system? Has it been fit for purpose in terms of capturing and documenting results from programme implementation at impact, outcome and output level?
- Assess whether the usage of Results Seminars (in 2009 and 2013 and planned for 2016) to collect and document results as well as for strengthening of networks has been applied in an appropriate and cost-effective way in the programme. (This assessment shall be reported separately as stated under "Reporting and Communication".)

Sustainability
- To what extent have change projects or other reform initiatives linked to the ITP led to sustainable change in the organisation or in policy? What are the lessons learnt in this regard (concerning obstacles to change and ways to overcome obstacles)?
- Has the programme contributed to network creation and/or improved access to existing networks (national, regional and international)? To what extent have participants' networking activities influenced changes in their organisation and on the national or regional level?
- Has the programme fostered a sense of reform- or change project ownership in participating organisations and countries? What are lessons learnt in this regard?

5. ORGANISATION, MANAGEMENT AND STAKEHOLDERS

The main stakeholders of the evaluation are Sida and Lund University Commissioned Education. The Evaluator will report to Sida and Sida will be responsible for delivering comments to the evaluator from both agencies. The responsible Sida programme manager will collect relevant Sida decision documents, agreements as well as annual reports to deliver to the evaluator. The responsible programme manager at LUCE will collect participants' final reports and other descriptive and analytic material in its possession to deliver to the evaluator, including any previous evaluations and studies related to the programme, training programme evaluations/questionnaires given to participants after the four weeks in Sweden and after the follow-up week in one of the participating countries. Relevant staff at LUCE will be available for interviews upon

prior notice by the evaluator. LUCE will also provide contact details to participants, and inform the relevant stakeholders of the evaluation, its purpose and use. It is, however, the responsibility of the evaluation team to make all practical arrangements for field visits and interviews.

6. APPROACH AND METHODOLOGY

The evaluator is expected to use a combination of methods and information to be able to respond to the evaluation questions, such as:

- Review of relevant documentation regarding the programmes (decisions, agreements, reports, case studies, participants' final reports and relevant documents and guidelines at Sida);
- Interviews with relevant Sida staff (programme managers, embassy staff in the relevant countries) and LUCE staff (programme managers, lectures and administrative staff);
- Field visits in two participating countries, to allow in-depth study of relevant evaluation questions, including interviews with participants, their superiors, other relevant actors such as persons in relevant government authorities/ministries another key actors in the areas of Education and Child Rights; The planning of the field visits shall be coordinated with LUCE and the option to coordinate the visits with visits by programme mentors should be assessed.
- Skype interviews with participants and their superiors and possible other actors from other countries than the ones visited as needed;
- Email survey to a selection of participants. During the design of such survey a discussion should be held with Sida and LUCE on the possibility to include data collection needs that might exist in relation to the implementation of a Result Seminar in February 2016.

Since the agreement with the LUCE is still ongoing, and the last programme not yet concluded, a final report of the ITP will not yet be available, and it will be difficult to draw conclusions about the end results of the intervention. The consultants will therefore have to make a well-grounded assessment of the results achieved so far and the likelihood that results will be sustained or achieved during, and after, the agreement period. The assignment will be carried out in close cooperation with Sida/CAPDEV. The possibility of Sida's programme manager accompanying the consultant team during a smaller part of the field visits should be considered.

The evaluator is expected to elaborate on the proposed methodology in the tender and/or inception report, including how to operationalise the evaluation criteria beyond what is suggested in this ToR when necessary. The evaluator is expected to carry out the assignment in a cost efficient and manner considerate of effects on the environment, and is expected to consider telephone interviews with other relevant actors an important complement to material gathered during the field studies.

All reports shall be written in English and adhere to the OECD/DAC Glossary of Key Terms in Evaluation and Results Based Management as well as the OECD/DAC quality standards for evaluation. Format and outline of the final evaluation report shall follow the guidelines in the Sida Evaluation manual "Looking Back, Moving

Forward" – Annex B, format for Sida Evaluation Reports. The complete evaluation manual including annexes is retrievable from Sida's homepage.[31]

7. REPORTING AND COMMUNICATION

An **Inception Report** describing the methods and timeframe of the evaluation will be submitted to Sida within 1 month of signing the contract. The inception report will delineate in more detail the approach and methods to be used in carrying out the evaluation, such as the suggested sampling criteria for cases (participants/institutions/organisations) and a time schedule reflecting this ToR. In addition, consultants are asked to suggest in the inception report a method that will allow them to capture relevant aspects of how a gender perspective, the perspective of people living in poverty and a rights-based approach have included in the ITP. The inception report shall also include the full budget of the assignment, including reimbursement costs, shall be no longer than 20 pages excluding annexes, and shall be discussed at a meeting at Sida a week after having been submitted to Sida.

The consultant shall present a separate **Assessment Report** on the findings from the assessment on whether the usage of Results Seminars (in 2009 and 2013 and planned for 2016) as a method in the programme to collect and document results as well as for strengthening of networks is appropriate and cost-effective. The report shall be brief and include recommendations to Sida and LUCE for the preparations for the Result Seminar in Cambodia planned for in February 2016. The report shall be submitted to Sida no later than September 1. It shall also be included as an appendix to the final report of the assignment.

The consultants shall present a **Draft Evaluation Report** to Sida, written in English. The report shall address all of the above questions, and shall clearly indicate the extent to which its conclusions are firmly based in evidence. The draft report shall be submitted to Sida no later than November 13, 2015.

Subsequent to the receipt of the report, Sida shall provide comments and suggestions of both agencies (Sida and LUCE) within three weeks. These comments may be given orally or in written form, at a meeting at Sida. The **Final Report** shall be presented within ten working days after receiving Sida's comments, unless these are of such a substantial character that more thorough review and gathering of additional material is necessary, in which case Sida may agree to a different time-limit.

The evaluation report shall be no more than 40-45 pages long, excluding annexes, and shall be written in English. The structure of the report shall facilitate assessments of the evaluation questions. The methodology used, as well as possible limitation of methods and findings should be discussed in the report. All limitations shall be made explicit and the consequences of these limitations shall be discussed. The report should also, as mentioned above, discuss lessons learnt concerning factors contributing to success and lack of success in achieving programme objectives. Recommendations should be based on analysis of the data collected and be realistic and relevant

[31] http://www.sida.se/sida/jsp/sida.jsp?d=118&a=3148&searchWords=looking

to possible future ITPs in a similar thematic area. The report shall be concrete in its conclusions, and an executive summary of main conclusions and major results shall be added to the report.

The consultants shall present the findings of the evaluation at a final seminar held at Sida, Stockholm, in January 2016.

8. TIME SCHEDULE

The assignment will be carried out within the period April 2015 – November 2015, with a final report with recommendations submitted in December, 2015.

9. BUDGET AND TENDER

Sida assesses that the cost of the assignment will be maximum 650 MSEK. In the tender, the consultant team shall present a preliminary budget based on the initial methodological choices, suggested team etc. The tender shall also contain the CVs of all consultants in the team.

The consultants shall in the tender present a preliminary timeframe that indicates number of days per consultant engaged for the assignment, and reimbursable costs. The assignment will be carried out within the period April 2015 – November 2015. The inception report shall include the full budget of the assignment, including reimbursable costs.

10. EVALUATION TEAM QUALIFICATION

The assignment shall be carried out by consultants with the following competences:

- Extensive experience and knowledge of evaluation and assessment in development cooperation, including experience from organising, leading and reporting evaluations within the area of capacity development in the international context;
- Documented knowledge of Child Rights in education, preferably in a developing country context;
- Good knowledge about the countries chosen for field visits;
- Knowledge of Swedish (for document review);
- Excellent knowledge of English (written and spoken);
- The Evaluation team shall not have been involved in the formulation or implementation of any of the ITP programmes being evaluated.

Note: The consultants carrying out the evaluation will not be eligible to bid on any procurement for the implementation of any new ITP programs which may result from the recommendations of the evaluation.

11. REFERENCES

Relevant documents that will be useful for the evaluation team to review include (but are not restricted to):

- ITP Program documentation: Participant lists, agendas, list of course literature, list of program managers/coordinators, partners and contributors (lecturers, etc.), reports etc.

- Sida policy documentation on rights, poverty and gender perspective
- Sida ITP documentation on the program: decisions and assessments of the contributions (programs)
- "Med focus på förändring: Utvärdering av ITP-programmet "Child Rights, Classroom and School Management". Lage Bergström 2009-03-17
- Taking Child Rights Seriously: Reflections on five years of an International Training Programme: Per Wickenberg et al
- Enforcing Child Rights Globally: Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management: Ulf Leo et al.

Annex 3: List of Informants

	Name	Position
	LUSAKA, ZAMBIA	
1.	Akushanga Kalumiana, Ing'utu	Senior Education Officer, Ministry of General Education, change agent, Chairperson Zambia Change Agent Network
2.	Chavula, Mary	Advisor, Child Rights Governance, Save the Children
3.	Chibwesha, Florence	Director, Human Rights Commission
4.	Kabengele Mbozi, Bertha	Manager, Zambia Child Rights Programme, Save the Children
5.	Kaite, Felix	Head Teacher, Libala Secondary School, Lusaka District Child Rights Committee
6.	Kafulo, Christine	Radio Producer/e-learning specialist, Ministry of General Education, change agent
7.	Katendi Kapin'a Nkombo	Deputy Director, Human Rights Commission
8.	Link Teacher	Kamwala Secondary School, Lusaka District Child Rights Committee
9.	Lusungu Nyirenda Mwami	Administrative Assistant & ITP Administrator Embassy of Sweden
10.	Matongo, Levy	District Education Standards Officer, Nyimba, change agent
11.	Moya, Bridget	Director for Open and Distance Education, Ministry of General Education
12.	Mudenda, Patricia	Kamulanga Secondary School, Lusaka District Child Rights Committee
13.	Mutale, Harriet	Rufunsa Secondary School, Lusaka District Child Rights Committee, change agent
14.	Mwenda, Mwida	Senior Investigations Officer for Children's Rights, Human Rights Commission
15.	Ngoma, Felix	Chief Education Officer Directorate of Open and Distance Education Ministry of General Education
16.	Nkosha, Chisimba	Permanent Secretary, Ministry of General Education
17.	Phiri, David	Kamwala Secondary School, Lusaka District Child Rights Committee
18.	Sakala, MN	Lilayi Secondary School, Lusaka District Child Rights Committee
19.	Wiking, David	Head of Development Cooperation, Swedish Embassy, Lusaka
20.		21.
	COPPERBELT, ZAMBIA	
20.	2 Link teachers	Temweni School
21.	2 Link teachers	Nakatindi Primary School

	Name	Position
22.	2 Student council representatives	Temweni School
23.	3 Student council representatives	Chililabombwe Secondary School
24.	4 Student council representatives	Luanshya Boys Secondary School
25.	4 Student council representatives	Kitwe Boys School
26.	4 Student Council Representatives	Chiwala Technical Boys Secondary School
27.	Bwalya, Katongo	Head Teacher, Temweni School
28.	Changwe, Terry	DEBS and change agent
29.	Chileshe, Derrick Lukonde	Lecturer, Teacher Training and change agent
30.	Chonza, Clement	Head Teacher, Chiwala Technical Boys Secondary School
31.	Gondwe, Charles	Parents Association Representative, Copperbelt,
32.	Kahanji, Felix	Moderator
33.	Katele, Kalale Phillip	Head teacher and change agent
34.	Katongo, Susan Sitwala	Lecturer, teacher training and change agent
35.	Kazeze Gondwe, Esther	Senior Education Standards Officer
36.	Link teacher	Luanshya Boys Secondary School
37.	Link teacher	Kitwe Boys School
38.	Link teacher	Chingola Secondary School
39.	Link teacher	Chililabombwe Secondary School
40.	Link teacher	Chiwala Technical Boys Secondary School
41.	Malonga, Christina	Head teacher and change agent
42.	Mapanda, Hazel	Former Head Teacher, Temweni School
43.	Miyanda, Mambe	District Education Board Secretary (DEBS) and change agent, Copperbelt Change Agent Network Chairperson
44.	Musakuzi, Robbie P.	Head Teacher, Luanshya Boys Secondary School
45.	Musenge-Zimba, Kaoma Yvonne	Formerly Zambia Civic Education Association and change agent
46.	Mwale, Kelly	District Education Board Secretary and change agent
47.	Mwamba, Shelly	Head teacher and change agent
48.	Mwenya, Misozi	DEBS and change agent
19.	Ngoma, Paul	Provincial Education Officer
49.	Ngonga, Elizabeth	District Education Standards Officer
50.	Nkutika, Fredrick	Head teacher and change agent
51.	Parents Association Representativ	Luanshya Boys Secondary School
52.	Phiri, Devilious	Head teacher and change agent
53.	Sakala, Pamela C	Head Teacher's Union, Copperbelt Province
54.	Shipopa Clement	Head Teacher's Union, Copperbelt Province
55.	Sichilima, Davies	Provincial Education Standards Officers
56.	Simbaya, Bright	Assistant Accountant, Copperbelt Provincial Education Office

Name	Position
57. Simunyola, Catherine	Provincial Resource Center Coordinator and change agent
58. Student council representatives	Chingola Secondary School
59. Student council representatives	Nakatindi Primary School
60. Yumba, Valentine Kandingu	SESO – Senior Education Standards Officer and change agent
SOLO (SURAKARTA), INDONESIA	
61. Enny Rosana	Head of Dep. Child friendly cities, Solo Municipality
62. Ari Yeppi Kusumawati	Facilitator, Child Friendly cities, Solo Municipality
63. Joko Riyanto	Head of Elementary and Secondary Education Division of Muhammadiyah
64. Muhammad Ali	Director of Muhammadiyah School Group "Program Khusus", change agent batch 17
65. Harminto	Treasurer of Elementary and Secondary Division of Muhammadiyah
66. Muhsin	Secretary of Elementary and Secondary Division of Muhammadiyah
67. Bambang Condro	Head of Junior High School 7 of Muhammadiyah
68. Suprihanto	Head of Elementary School 16 of Muhammadiyah, change agent batch x
69. Arifin	Member of Elementary and Secondary Education Division of Muhammadiyah
70. Nursalam	Head of Elementary School "Program Khusus"
71. Darwati	Head of Senior High School 2 of Muhammadiyah
72. Sukidi	Head of Junior High School 1
73. Dian Sasmita	Director, NGO Kapas
74. Aris Munawar	Head master Senior High School Muhammadiyah, Klaten
75. Agus Supriyadi,	vice head master, change agent (batch 20)
76. Suwardi	School Committee and Local Education Office
77. Nur Cahyo	Head officer of Local Mitigation Board
78. Rufaida Istiyati	Teacher
79. Dwi Keksi	Teacher
80. Ismulyono	Teacher
81. Retno Hastutiningsih	Teacher
82. Sami	Teacher
83. Thomas Yunianto	Teacher
84. Sataywira Irkham	Student, Natural Sciences, grade 3
85. Farayana Takhi	Student, Natural Sciences, grade 3
86. Gufron Bayu Aji	Student, Natural Sciences, grade 4
87. Handika	Student, Natural Sciences, grade 5
88. Tito	Student, Natural Sciences, grade 3
89. Azka Shofia	Student, Natural Sciences, grade 4

Name	Position
90. Bambang Setiaji	Prof. dr. Rector UMS
91. Muhammad Da'i	Dr. 1st Vice Rector
92. Sarjito	Dr. 2nd Vice Rector
93. Harun Joko Prayitno	Prof. dr. Dean of Teacher Trainer Faculty
94. Chairil Anwar	Ph.D. Secretary of Higher Education Department Muh.
95. Basuki Haryono	Secretary of Elementary and Secondary dep of Muh.
96. Arif Chairuddin	M.SC. Secretary of Center of Disaster Mgmnt of Muh.
97. Nur Salam	Head Master Programme Khusus of Muhammadiyah
98. Esti Ambarwati	1st Vice rector
99. Andi Afianto	2nd Vice rector
100.Tistawati	Teacher, grade 4
101.Yuli	Teacher grade 3
102.Rohim	Teacher, religion
103.Wahyu W	Teacher, religion
104.Adi I	Teacher, English
105.Latifah	Teacher, English
106.Arifin	Teacher, grade 5
107.Rudi Setyadi	Parent (School Committee)
108.Egy Sujana	Parent
109.Titin Rahayu	Parent
110.Nency	Parent
111.Yanti Haryanti	Parent
112.Suyamto	Parent
113.Anindita	Student, grade 5
114.Aditiya	Student, grade 4
115.Alivio	Student, grade 5
116.Berliana	Student, grade 3
117.Fatih	Student, grade 3
118.Tazkiya	Student, grade 3
119.Alfaro	Student, grade 2
120.Zulva	Student, grade 2
121.Areta	Student, grade 2
122.Dzikri Mubarok	Student, Junior High
123.Ramayunda	Student, Junior High
124.Safitri	Student, Junior High
125.Aldo	Student, Junior High
126.Endang Fauziati	Change agent, batch 15, Muhammadiyah
127.Nur Hidayat	Change agent, batch 15, Muhammadiyah
128.Joko Riyanto	Change agent, batch 15, Muhammadiyah

Name	Position
129. Siti Zuhriah Ariatmi	Change agent, batch 16, Muhammadiyah
130. Anam Sutopo	Change agent, batch 16, Muhammadiyah
131. Suprihanto	Change agent, batch 16, Muhammadiyah
132. Aryati	Change agent, batch 17, Muhammadiyah
133. Ning Setya	Change agent, batch 17, Muhammadiyah
134. Muhammad Ali	Change agent, batch 17, Muhammadiyah
135. Mohammad Thoyibi	Change agent, batch 19, Muhammadiyah
136. Dewi Dandraningrum	Change agent, batch 19, Muhammadiyah
137. Amir Zubaidi	Change agent, batch 19, Muhammadiyah
138. M. Amin Sunarhadi	Change agent, batch 20, Muhammadiyah
139. Mauly Halwat Hikmat	Change agent, batch 20, Muhammadiyah
140. Agus Supriyadi	Change agent, batch 20, Muhammadiyah
MAGELANG (SEMARANG) INDONESIA	
141. Umi Hidayati	Headmaster, CA, SMP N1 Tempuran (Elementary?)
142. H.A Hutasuhut	School Committee
143. Nurl	Teacher, Guidance and Counseling
144. Ning	Teacher, Social Sciences
145. Abdullah Ulul Albab	Student, grade 9, student scout
146. Shulcha Asmahan Askho	Student, grade 8, student scout
147. Qurotul Ayun	Student, grade 8, student council
148. Retno Indriastuti	Head of Women Empowerment and Child Protection, Family Planning Office, Magelang Regency
149. Uswatun Wulandari	Chief of Community Welfare, Women and Child Protection Department
150. Haryono	Chief of Elementary Schools Affairs, Magelang Regency
151. Pak Wakinun	Headmaster, SD 10 Secang
152. Tajudin Alwi	Secretary of Ethic Division of PGRI (NGO) in Province level, Head of Sub-district Education office for Elementary School
153. Parjono	Sub-district Supervisor for Elementary School, Secang Area, School Committee
154. Wahyudi	Sub-district Supervisor for Elementary School, Secang Area, School Committee
155. Farika	Teacher, English
156. Tsani Inaya Fitrianti	Student, grade 6, Student Council Chair
157. Salma Raikhana	Student, grade 6, Student Council Secretary
158. Mahpiua Luta Oglala Sioux	Student, grade 5, Student Council Vice chair
159. Senowarsito	Change agent, batch 13, UPGRIS English teacher
160. Umi Hidayati	Change agent, batch 13, Headmaster, SMP Tempuran
161. Arso Setyaji	Change agent, batch 12, UPGRIS English teacher

Name	Position
162. L Endang Ariyantini	Change agent, batch 12, Magelang Regency
163. Nur Hidayat	Change agent, batch 11, UPGRIS English teacher
SWEDEN	
164. Alfredsson, Emma	Project coordinator, LUCE
165. Andersson, Lena	Mentor, Lecturer, Malmö University, Education and Society,
166. Bryngelson, Andreas	Project coordinator, LUCE
167. Flinck, Agneta W	Mentor, Education (Department of Sociology) Lunds University
168. Kärkkäinen Sundén, Eeva Kristiin	Rektor, Östratornskolan
169. Leo, Ulf	Mentor, Senior Lecturer, Department of Sociology of Law, Lund University
170. Norrman, Susanne	Head of Department, LUCE
171. Rasmusson, Bodil	Mentor, School Of Social Work, Lund University
172. Tagestam Borgfors, Tina	Lärare, Östratornskolan
173. Wickenberg, Per	Mentor, Senior Professor, Director of Studies, Department of Sociology of Law, Lund University
174. Wikström, Jonas	Capacity Development Unit, Sida
TANZANIA	
175. Kibga, Elia Y.K.	Change agent, Director of Research Information and Publications Department, Tanzania Institute of Education (TIE)
176. Mashamba, Clement	Advocate of the High Court of Tanzania, Tanzanian Child Rights expert
177. Missani, Benedict	Change agent, Director, Ministry of Community Development, Gender and Children, Tanzania
178. Mtengeti, Koshuma	Director, Children's Dignity Forum, Tanzania

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41. LU, Verksamhetsberättelse 2011, 290a Child Rights Classroom and School Management
42. LU, Verksamhetsberättelse 2011, 290b Child Rights Classroom and School Management
43. LU, Verksamhetsberättelse 2012, 290a Child Rights Classroom and School Management
44. LU, Verksamhetsberättelse 2012, 290b Child Rights Classroom and School Management
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Annex 5: Inception Report

1. Introduction

This Inception Report aims to further elaborate on the approach set out in Indevelop's proposal for the "*Evaluation of ITP 290 'Child Rights, Classroom and School Management'* " – hereinafter referred to as CRCSM – which has been managed by Lund University Commissioned Education (LUCE) since 2002.

The purpose of this document is to reflect on the evaluation questions and scope provided in the ToR, elaborate the methodology, devise a realistic work plan and serve as a tool for the future management of the evaluation process – for both Sida, Lund University (LU) and the evaluation team.

The report has been prepared based on preliminary discussions with Sida, LU and through an initial document review.

The report consists of 6 sections. The following section provides an overview. Section 3 presents revised evaluation questions and discusses evaluability of the evaluation questions. Section 4 examines data availability. Section 5 presents the proposed approach and methodology. The final section includes the evaluation work plan.

Annex 1 contains the evaluation matrix tool to be applied by the Team.

2. Overview

2.1 PURPOSE AND OBJECTIVES

The purpose of the evaluation is to systematically review results and experience of CRCSM as a basis for future programme development. The overall objectives include i) identifying positive/negative and intended/unintended results of CRCSM; and ii) drawing lessons learnt from the implementation process with a view to future programme development.

2.2 OUTLINE OF CRCSM

CRCSM aims to contribute to improved capacity in participating countries to offer and ensure everyone's right to:

- Relevant and quality education,
- An education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background,
- Participate in community life as active citizens.

Timeline of CRCSM

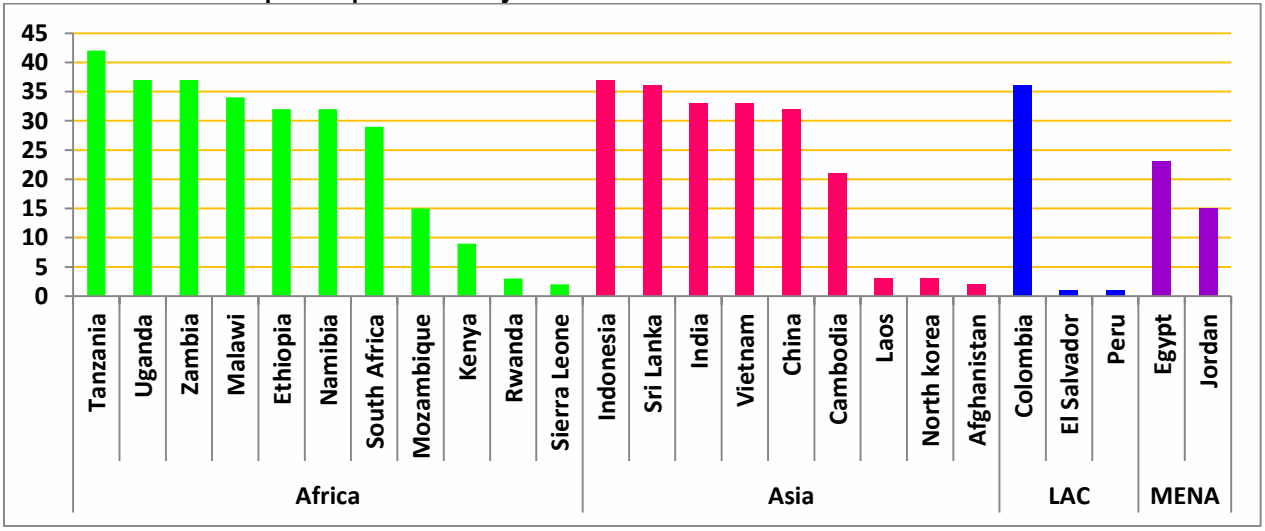
2002-2009	11 programme batches implemented
2009	Impact and Dissemination Seminar for batches 1-7 in Bangkok
2010-2016	New programme procured with renewal for 2013-2016. Batches 12-21 implemented in this period
2013	Impact and Dissemination Seminar for batches 8-14
2016	Impact and Dissemination Seminar for batches 15-21

In total, 21 batches of approximately 630 potential change agents have gone through the programme, out of which 548 are still considered to be active in the educational sector and the national networks. Since 2006, two batches have been undertaken each year. A team comprised of three individuals (at least one woman and one man) representing the education sector at three levels (school, mid-level and central level) from 10 different countries have been selected for each training batch. In some cases, NGO managers have also attended the programme.

Most of the participants have come from 16 countries. These are: Cambodia, China, Colombia, Egypt, Ethiopia, India, Indonesia, Malawi, Mozambique, Namibia, Sri Lanka, South Africa, Tanzania, Uganda, Vietnam, Zambia.

On a one-off basis, participants have also come from Afghanistan, El Salvador, Guatemala, Laos, Nicaragua, North Korea, Peru and Rwanda. Jordanian participants were accepted for a couple of years until batch 11; and Kenyan participants attended up until batch 6.

Number of Participants per Country[32]



The breakdown of former participants:

- **By region -** Africa: 50%
  Asia: 36%
  MENA: 7%
  LAC 7%.
- **By level of development - LDCs: 42%**
- **By sex - 52% women**

2.3 SCOPE

[32] This graph and the following box are based on an imcomplete dataset of 548 participants inctead of 630.

The scope of the evaluation encompasses specifically aspects of effectiveness/impact, relevance, efficiency and sustainability. These are discussed further in section 3. The team will take into consideration all 21 batches when assessing results achieved in the countries selected for case studies (see section 5.4 below). However, when analysing the implementation process and training approach, the scope will be focused on batches since 2009.

The evaluation is to produce a report in December 2016. In addition, a note delineating the relevance and cost effectiveness of LU's approach to results seminars is to be prepared – particularly with regard to collecting and documenting results and strengthening of networks. The team has the following reflections regarding the note on the results seminar:

- A results seminar note that is provided by September 1 (as per the Indevelop proposal) would be based on the data that already exists in the form of seminar reports. It would be a relatively superficial analysis since the data available will not be possible to triangulate at this point in time.
- A results seminar note submitted in the second half of September – after a SIPA workshop (see section 5.3) is held with LU staff – would include additional data and analysis. Moreover, the workshop process could potentially benefit LUCE's planning process for the upcoming seminar.
- After the team has undertaken the country case studies, the team will have information on how participants regard the seminars. An assessment of the results seminar would be more accurate, credible and useful if prepared after this point.
- The preparations for the results seminar in February are already underway and will not pause in anticipation of the team's note. The inclusion of participatory elements in the evaluation process and ensuring close dialogue with LU (see section 5 below) will allow for findings that would be relevant to the upcoming results seminar to be shared and discussed with LU during the actual evaluation process and could thus feed into the planning of the seminar.

The above would suggest that the assessment of the results seminar would be most rigorous and useful if included in the evaluation report. Nevertheless, if a note is to be drafted, it would best be submitted after the SIPA workshop in the second half of September.

3. Evaluation Questions and Evaluability

The ToR include around 16 suggested evaluation questions. To ensure evaluability, a focused scope and clarity, the team has revised and regrouped some of the evaluation questions. The section below presents the evaluation questions and assesses their evaluability.

3.1 EFFECTIVENESS/IMPACT

The stakeholders expect that the evaluation will independently examine the extent of the results achieved –**s**pecifically changes that the programme has contributed to at macro (impact), meso (organisational) and micro (individual/group) levels. For some of the courses, the time lapse has been 5-13 years which gives enough time for results to be achieved. At the same time, given the complex multi-dimensional contexts in which the change agents operate, the extent that results (good or bad) at the country level can be *attributed* to Swedish support may be difficult. Nevertheless, a hopeful expectation would be the possibility to identify potential positive correlations and plausible indications of contributions to impact. An important source of information will be the participants' view of the Swedish support and to what extent it was a crucial element in obtaining results. Other country-level informants (local officials, students, other teachers, parents etc.) will also constitute an important source of data.

The team has broken down the effectiveness/impact questions as follows:

1. To what extent have the programme and change projects achieved **individual** (micro) level results?
2. To what extent have the programme and change projects achieved sustainable **meso** (organisational) level results?
3. To what extent have the programme and change projects achieved sustainable **macro** (national/policy) results?
4. What have been **enabling factors** for success for the change projects?
5. What have been **obstacles** and to what extent have these been overcome?
6. To what extent has the programme contributed to the creation of sustainable **networks** and/or improved access to existing networks (national, regional and international)? To what extent have participants' networking activities influenced changes in their organisation and on the national or regional level?

3.2 RELEVANCE

The relevance questions in the ToR relate to LUCE's approach to relevant participant recruitment; the relevance of change projects; the relevance to the country priorities and context; and the relevance in relation to Sida's key policy priorities. The focus of the questions have been sharpened as follows:

1. What criteria has LU used to **assess and select** participants with change agent potential?
2. What have been the advantages/disadvantages of selecting participants in "**country teams**"?
3. What **types** (thematic, direction) of change projects have been undertaken within the programme? How has LU ensured that participants' change projects are relevant for and contribute to the desired results of the programme?
4. Are the programme's objectives, methodology and content relevant to **prioritised needs of developing country institutions**, and in line with desired reform initiatives? Have knowledge and skills gained through the programme been considered applicable in the developing country contexts?
5. To what extent and in what ways have Sida's **policy priorities** of a rights-based approach, a gender perspective and a poor people's perspective permeated the programme?

In terms of evaluability, key informant interviews with stakeholders in Lund and at the country level will be important in the regard. A review of the programme document, project reports and secondary source material will also contribute data for the assessment of relevance. Since 16+ countries have benefitted from the programme, the emphasis of analysis will be relatively general, informed by examples from the specific case study countries (see below).

Evaluability is considered medium.

In terms of classifying the projects by themes and focus areas the evaluation team suggests building on the "summarising, categorising, comparing and highlighting"[33] work that LU has already undertaken for change projects. The reports have classified the projects according to:

1. Target groups: teachers, students/learners, parents, principles/staff, local/regional officials, teachers trainees, teacher trainers, policy-makers and administrators
2. The Three P:s (Participation, Provision and Protection (of child rights) and levels of participants)

The team will analyse LU's classification of change projects from all countries since batch 12 and onwards. This analysis would be deepened further for the three countries chosen for country visits and desk study. In particular, the three P:s category would be further unpacked and examined.

3.3 SUSTAINABILITY

Sustainability – the likelihood that benefits will continue after the support has ended – is an aspect of the wider evaluation criterion of impact. Thus, sustainability will be part and parcel of the examination of results mentioned above – in relation to micro, meso and macro levels and the achievement of sustainable networks. In addition, sustainability will be analysed in relation to the extent ownership and critical mass. The revised questions are provided below:

1. To what extent has the programme fostered a sense of **ownership** of the change processes in participating organisations and countries? What are lessons learnt in this regard?
2. What are the advantages/disadvantages of **focusing on one region** in a country in relation to achieving sustainable results?

The country case studies should generate the data needed to assess the extent of ownership and the effect of having a critical mass of former participants in a region. Evaluability is considered medium.

3.4 EFFICIENCY

The efficiency questions in the terms of reference mostly refer to the management of the programme and the training implementation process.

1. What are the features and quality of LU's **training approach** and implementation process? (mentorship, networking tools, M&E system, results seminar, recruitment strategy, etc.)
2. To what extent and how do these different features contribute to results?
3. Have the output, outcome and impact objectives been appropriately **formulated** to be relevant and useful for results based management?
4. To what extent have the **Results Seminars** (in 2009 and 2013 and planned for 2016) been an efficient approach to collecting and documenting results as well as for strengthening of networks?

[33] Child Rights, Classroom and School Management, Change Projects from the ITP, Final Reports Batch 18, 2013a, page 197

Document review, interviews and a workshop with LU will be means of gathering data to address the efficiency questions. This data will also be important to analyse in connection with the assessment of the extent to which aspects of the training process have been important in contributing to results (effectiveness/impact). Annex 2 includes a tool that the team proposes to develop jointly with LU to support the analysis of the management and training implementation process.

4. Data Availability

The Team has identified the following sources of documented data:

- **Participant list:** LUCE has a list of all participants since 2002. The team has used this list to create a database of the participants.
- **Programme annual reports:** There are annual reports from 2010 to 2014 (reports for the batches held in 2011 are included in 2012). They consist of a narrative account – including analysis of the training approach; lists of participants, programme schedule, lists of participant projects. They also contain qualitative feedback from the participants and aggregated results of the participants' assessment of the training in table and graphic form.
- **Participant assessments:** the annual reports contain participant assessments of the programme. The assessments – Q1a undertaken after the training in Sweden; and Q1b undertaken after the second group training session – consist of aggregated answers to over 50 mostly multiple choice questions. A review of this data shows that participants are overall satisfied or very satisfied with the programmes.
- **Change projects:** Documentation pertaining to "Change projects" (plans, final reports and mentor reports) will be closely reviewed for the three case study countries.
- **Additional reports**: The team has access to over a dozen reports from impact seminars, media articles, academic studies, videos etc. that relate to the change projects.
- **Luvit**: The ICT platform used for the programme is called Luvit. LUCE has promised the team a guided demonstration of the platform.
- **Secondary data**: Complementary data from education-initiated resources will be used for triangulation of findings and an comparisons with regions within the case study countries which have not been subject to LU programmes.

5. Proposed Methodology

To ensure that this is a *formative* evaluation with *utility* for the stakeholders; the team proposes that the evaluation be undertaken in close dialogue with LUCE. This would involve regular interaction, participation and discussion between the team and LU throughout the evaluation

process. The interaction will also ensure a more efficient use of resources, higher accuracy, greater learning potential and can also contribute to learning during the actual evaluation process.

The team expects to gather mostly qualitative data, and to the extent that it is available, quantitative data. The qualitative data will be collected from reports, documents, interviews, group discussions and observations. Triangulation will constitute an important means of verifying data.

Given the needs expressed by the key stakeholders, the team proposes a country case study approach since it would have the best potential to render data on country level micro, meso and macro results and on networks. The country case studies would cover three countries. Meanwhile, a survey has been ruled out since this is a time consuming data collecting exercise and the evaluation questions in the ToR do not easily lend themselves to a survey with quantifiable answers. Moreover, the programme has already gathered a sizable amount of quantitative data over the years in relation to the participant assessments and the results seminars.

SIPA involves a participatory analysis of the following:

- **Strengths** are those internal organisational aspects within the programme and its member organisations that work well and contribute to its high performance and the achievement of results in relation to the end goal.
- **Improvement Points** are those internal organisational aspects, of the programme that could be more effective and improved to achieve the desired results and improve the programme.
- **Possibilities** are factors in the external environment of the programme (outside the organisations' direct control), that are supportive of the programme activities or could contribute to further improve the programme and its results.
- **Attention Points** are factors in the external environment of the programme (outside the organisations' direct control) that constrain the implementation of activities – factors which thus affect the achievement of results and need to be paid attention to.

5.1 DOCUMENTATION REVIEW

The team will undertake desk studies of documentation provided by LUCE (annual reports, training material, final project reports, spin-off reports, etc.), examine the Luvit ICT platform, relevant websites, Sida documentation, guidelines and other reports. The documentation review is expected to provide data on some of the results and the features and quality of LU's training approach and implementation process.

5.2 INTERVIEWS AND FOCUS CONVERSATIONS

The team will conduct interviews and focus groups using focussed conversation techniques (drawing on the Technology of Participation or ToP facilitation methods[34]) with LU staff (programme managers, lecturers and administrative staff), former participants, their superiors, government authorities, school staff and students. Interview/focus group protocols will guide the discussions. Interviews will also be conducted with Sida and Swedish embassy staff.

5.3 SIPA WORKSHOP

The team proposes to gather data on LUCE's results seminars using a participatory workshop approach. SIPA-Analysis is a participatory tool, used for the systematic assessment of **S**trengths, **I**mprovement Points, **P**ossibilities and **A**ttention Points in relation to an organisation. SIPA Analysis was developed based on the classical SWOT Analysis (developed by Harvard Business School), which is a tool to obtain

[34] ToP Facilitation Methods have been developed by the Institute of Cultural Affairs and are practical tools for fostering energised, productive, inclusive and meaningful group participation.

an overview of an organisation's **internal** strengths and weaknesses and the **external** opportunities and threats affecting it. The SIPA Analysis includes an Appreciative Inquiry Approach, focusing on building on positive aspects of what already exists and finding improvements.

A participatory SIPA workshop would enable the evaluators to gather an abundance of data within a relatively short time span. This is important given the relatively small amount of days available for data collection. Moreover, the interaction among the participants that a workshop offers provides a more holistic and dynamic picture and therefore generates better information than would be possible through individual interviews. While the workshop could suitably be used to gather data on the programme as a whole, since Sida has specifically required an analysis of LU's approach to the results seminar, the workshop would centre around this topic. It is hoped that the workshop may also feed into LU's preparation process for the upcoming results seminar in February 2016.

Since LU staff are gathering for internal team planning on September 18, the team proposes that the workshop is held in connection with this - for example September 17.

5.4 COUNTRY CASE STUDIES

The Terms of Reference suggest that the team undertake two country visits. To ensure a broader base of data to draw conclusions from, the team proposes to also conduct a desk study of one country.

The country case studies will be the basis for the study of effectiveness/impact, relevance and sustainability. In addition to interviews with former participants, the team will aim to meet with a wide range of relevant stakeholders through interviews/meetings/focus group discussions with the network organisations of former participants, supervisors of former participants, government authorities/ministries, local education officers, teachers, headmasters, students and parents. A child rights approach will be applied when interacting with children.[35] When relevant and to the extent that it is possible, the team will use secondary sources to examine the counterfactual (i.e. subregions that have not benefitted from CRCSM). Emphasis will be placed on identifying how change projects are designed, contextualised, implemented and monitored to provide LU and all programme countries with lessons learnt.

The country visits will be planned in collaboration with LU (in particular the mentors) and the national network organisations.

The team suggests the following criteria for selecting two country visits and one in-depth country desk analysis:

[35] Provisions will be made to ensure voluntary and safe participation. Opinions, concerns, ideas and experience of children will be sought in group discussions which are to be organised within a well-known and accessible venue. The groups will take into consider gender and age, so that meaningful participation can be solicited from both girls and boys of various age groups and disabilities (as appropriate).

1. There should be a wide range and a large number of former participants in the country including:
    - Former participants from before 2007
    - At least 4 batches of participants since 2009
    - Former participants from at least 10 batches
2. There should be the potential of combining the field visits with a LU mentor trip (to ensure greater potential for and more efficient data collection)
3. At least one country should be a Swedish priority development partner country
4. There should be other Swedish initiatives in at least one country with which there is potential for synergies (child rights, education sector, etc.)
5. At least one country should have applied a sub-regional recruitment approach
6. At least one country should not have applied a sub-regional approach
7. Two regions should be represented in the selection

The team also suggests that the selection take into consideration where LUCE believes there are interesting results from which lessons can be drawn.

	Pre 2007	Since 2009	No. Batches	Mentor trip pending	Priority country	Sub-regional approach	Synergy potential
Ethiopia	X	X	14	X	X		
Kenya	X	O					
Malawi	X	X	13	X			
Mozambique	O	X					
Namibia	X	X	11	X			
Rwanda	X	O					
Sierra Leone	X	O					
South Africa	X	X	10	X			
Tanzania	X	X	15	X	X		X
Uganda	X	X	13				
Zambia	X	X	13	X	X	X	
Afghanistan	X	O					
Cambodia	O	X					
China	X	X	13	X			
India	X	X	11	X		X	
Indonesia	X	X	13	X		X	
Laos	X	O					
North Korea	O	X					
Sri Lanka	X	X	13				
Vietnam	X	X	13	X			
Colombia	X	X	13				
El Salvador	X	O					
Peru	X	O					
Egypt	X	X	8				

Jordan	X	O	

The above table applies the criteria to the countries that have been represented in CRCSM.

- Only three countries that have a wide range of former participants and have pending mentor trips during the autumn of 2015 are priority countries - **Zambia, Ethiopia, Tanzania**.
- Of these, only **Zambia** represents an example of consistent sub-regional recruitment. It also represents a large number of former participants (13 batches and 37 former participants)
- **Tanzania** represents an interesting case because Sida has linked the CRCSM programme to macro-level policy changes (The Child Law Act passed in 2009); Sweden supports the education sector; Sweden is the largest supporter of child rights in the country; and, child rights are a priority area for the Swedish Embassy. It is also the country with most former participants (42 in 15 batches).
- As non-priority African countries for Sweden, **South Africa, Namibia** and **Malawi** are less relevant to the criteria.
- There are no countries in MENA or LAC that meet the criteria.
- None of the Asian countries (**India, Indonesia, Vietnam** and **China**) that meet the criteria are Swedish priority countries.
- Both **India** and **Indonesia** are examples of a sub-regional recruitment. **Indonesia** also offers an opportunity to study work with the CRC in a Muslim context. According to LUCE, the collaboration with a Muslim university could make a case study in Indonesia particularly interesting. The network of former participants in **India**, on the other hand, has established ties with the respective network in Sri Lanka.

Given the above analysis, the team proposes country visits to **Zambia** and **Indonesia** combined with a desk study of **Tanzania**.

5.5 LIMITATIONS

This evaluation covers a broad range of countries and years. The limited resources available will permit an analysis of some of the results in three case study countries and only superficial examination of achievements in the other 13 countries. Even in the countries selected for more in-depth analysis, the team will not be able to collect all data on results. Analysis of counterfactual evidence in the case study countries will hinge upon the availability of credible secondary data.

Second, the evaluation will have an in-built positive bias. Two of the countries have been deliberately selected in part because of known successes in these countries and the potential lessons that these can provide for other countries and future programmes. Thus, the country case studies will not necessarily be representative and the extent to which the team will be able to draw conclusions about results in all countries from the results in the three case studies countries will be very limited.

Third, the LU programme consists of several, mutually reinforcing programme components. Attributing results to isolated components may not be possible but there will be analysis of their perceived role and potential as part of a more comprehensive approach to achieve change.

Nevertheless, the team deems that the data on hand, the proposed methodology, the resources available for short country visits and close cooperation with LU will yield findings and conclusions that will be valid, credible and useful for LUCE, Sida and the child rights and education agenda.

WORK PLAN

Preliminary work plan

			June					July				August				September					October				November				December				2016 January			
	CL	ML	w 23	w 24	w 25	w 26	w 27	w 28	w 29	w 30	w 31	w 32	w 33	w 34	w 35	w 36	w 37	w 38	w 39	w 40	w 41	w 42	w 43	w 44	w 45	w 46	w 47	w 48	w 49	w 50	w 51	w 52	w 53	w 1	w 2	w 3	w 4
Inception Phase																																					
Start-up meeting with Sida and LUCE	1	0,5																																			
Documents review and methods development	1																																				
Database of former particpants	2																																				
Drafting inception report	3	1																																			
Submission of inception report						22/6																															
Comments/no-objection sent by Stakeholders							29/6																														
Data Collection Phase																																					
In-depth document review	7	2,5																																			
Key informant interviews	4	3																																			
Visit to LUCE																																					
Field visit preparations	1	1																																			
Field visit (inclusive travel)	7	7																	TBD																		
Data Analysis and Reporting Phase																																					
Writing of Assesment Report	2																																				
Submission of Assesment Report																				TBD																	
Writing of Evaluation Report	7	3																																			
Submission of Draft Report																										13/11											
Feedback from stakeholders on draft report																													4/12								
Finalization of the report	2	1																																			
Submission of Final Report																															18/12						
Evaluation seminar (presentation and discussion)	1	1																																	TBD		
Total days	38	20																																			

Initials: CL=Cecilia Ljungman, ML: Monika Lundin

EVALUATION FRAMEWORK

Evaluation questions	Indicators	Methods and sources
Effectiveness		
7. To what extent has the programme and change projects achieved **individual** (micro) level results? 8. To what extent has the programme and change projects achieved sustainable **meso** (organisational) level results? 9. To what extent has the programme and change projects achieved sustainable **macro** (national/policy) results? 10. What have been **enabling factors** for success for the change projects? 11. What have been **obstacles** and to what extent have these been overcome? 12. To what extent has the programme contributed to the creation of sustainable **networks** and/or improved access to existing networks (national, regional and international)? To what extent have participants' networking activities influenced changes in their organisation and on the national or regional level	• Evidence of increased disposition to act, enhanced skills and knowledge, increased implementation know-how and/or networks among former participants • Participants' home organisations and organisations within their reach have an increased understanding and apply child rights systematically. • Evidence of change projects having had a bearing on the national policy level which is in compliance with child rights. • Evidence and extent of course content, mentoring, teaching methodology, project work, participant interaction and/or field visits contributing to results. • Evidence of obstacles and means to overcome • Evidence of new or strengthened sustainable networks exist as a result of the ITP • Evidence, extent and frequency of communication (email contracts, social media, linked in) among former participants. • Evidence of joint initiatives among former participants • Evidence of improved practices and processes in education sector organisations stemming from participant initiatives	• Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews with country level stakeholders • Interviews with network coordinators • Site visits • Videos
Relevance		
12. What criteria have LU used to **assess and select** participants with change agent potential? 13. What have been the advantages/disadvantages of selecting participants in "**country teams**"?	• Content, criteria and soundness of recruitment strategy • Evidence of advantages and disadvantages of critical mass in a country; and in a sub-region • Clustering of change projects since batch 12	• Document review - annual reports, project reports, Sida policy documents, strategies, guidelines • Recruitment strategy • Interviews with Sida and embassy staff

14. What **types** (thematic, direction) of change projects have been undertaken within the programme? How have LU ensured that participants' change projects are relevant for and contribute to the desired results of the programme? 15. Are the programmes' objectives, methodology and content relevant to **prioritised needs of developing country institutions**, and in line with desired reform initiatives? Has knowledge and skills gained through the programme been considered applicable in the developing country contexts? 16. To what extent have Sida's **policy priorities** of a rights-based approach, a gender perspective and a poor people's perspective permeated the programme?	• Participants', LUCE's and other stakeholders' views on relevance of change projects in their respective country contexts captured. • The extent to which the programmes' goals, content and methodology meet the key needs • The extent to which the training programme and change projects are based on an understanding of poverty in the local context • The extent to which change projects implement rights-based principles (participation, accountability, gender equality, the perspectives of the most marginalised) • The extent to which gender parity is taken into account in the selection of participants; • The extent to which the programme address gender equality aspects in relation education; • The extent to which the courses are implemented sensitive to the needs of both men and women	• Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators
Sustainability		
18. To what extent has the programme fostered a sense of **ownership** of the change processes in participating organisations and countries? What are lessons learnt in this regard? 19. What are the advantages/disadvantages of **focusing on one region** in a country in relation to achieving sustainable results?	• Evidence of participants, their organisations and programme beneficiaries (including rights-holders, parents, local leaders etc.) included as primary change project initiators, designers and owners. • The extent to which participants and their organisations demonstrate commitment to their change projects beyond the programme and continuation post batch-graduation is also verified by findings. • The extent to which knowledge transfer takes place between the trained change agents and their respective target groups. • Opportunities for direct or indirect scaling up with the aim of reaching new target groups and stakeholders exist. • The extent to which school authorities feel they have influence on the courses and the selection of participants • The extent to which former participants from the same country collaborate on initiatives together	• Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators • Site visits

Efficiency		
20. What are the features and quality of LUCE's training approach and implementation process? (mentorship, networking tools, M&E system, results seminar, recruitment strategy, etc.) 21. To what extent and how do these different features contribute to results? 22. Have the output, outcome and impact objectives been appropriately formulated to be relevant and useful for results based management? 23. To what extent have the Results Seminars (in 2009 and 2013 and planned for 2016) been an efficient approach to collecting and documenting results as well as for strengthening of networks?	• Identification of LUCE's main programme components and their potentials. • The extent of LUCE's role throughout change project implementation identified • Evidence and extent of course content, mentoring, teaching methodology, project work, participant interaction and/or field visits contributing to results. • Identification of most potent (and least influential) programme components vis-à-vis results achieved. • The extent to which the results seminars have documented credible results; strengthened networks and served to improve the programme	• SIPA workshop • Document review - annual reports, project reports, spin-off reports • Interviews LU staff, lecturers, mentors • Interviews, focus conversations and workshops with former participants • Interviews/focus groups with country level stakeholders • Interviews with network coordinators • Site visits • Videos

Annex 6 List of Spin-off Effects

Master and bachelor theses:

1. Girdea, Andreea (2014) *Knowledge transfer processes within "Child rights, classroom and school management". Factors affecting the knowledge transfer processes on an individual- group- and organizational level*: Lund University: Department of Sociology, Division of Education. Master thesis.

2. Grahn, Josefin and Sunesson, Anna(2013) *Three Change Agents' Space of Action: A Case Study at Makerere University in Kampala, Uganda*. Department of Sociology, Division of Education. Bachelor thesis.

Master and bachelor theses (Minor Field Studies, funded by Sida)

1. Ammitzböll, Sandra & Hall, Charlotta. (2011): *A Minor Field Study on Student Participation through Class and School Councils in Copperbelt Province, Zambia.* Lund University: School of Social Work. Bachelor thesis.
2. Andersson, Felicia; Nordström, Emelie(2014) *How the educational system in China is designed.* Inner Mongolia Normal University. Malmö University. Bachelor thesis.
3. Jaegers, Alexandra (2012) *Ugandan Teachers' Training College People's Perceptions of Children Rights to Participation. An Interview Study*. Department of Sociology, Division of Education. Bachelor thesis.
4. Jaegers, Alexandra (2013) *Children's rights in context - Ugandan Head-teacher's understandings of concept, implementation and prerequisites*. Department of Sociology, Division of Education. Master thesis.
5. Kristiansson, Andreas (2008) *To Participate in School or not? Exploring the social norms determining Vietnamese secondary schools students´ participation in decisions concerning themselves.* Lund University: Sociology of Law. Bachelor thesis.
6. Perla, Armando (2009) *Implementing the Convention on the Rights of the Child Through Human Rights Education*. Lund University: Faculty of law. Master thesis.
7. Petersson, Malin; & Bäckström Caroline (2014) *How does a Government Lower Primary School in India work with mathematics? - A study on how the teachers' mathematical beliefs affect the norms operating in the classroom.* Governmental Lower Primary School Kerala. Malmö University. Bachelor thesis.
8. Ulfhielm, Sofie (2014) *The cultural aspect of knowledge transfer between Sweden and Uganda/Tanzania.* Department of Sociology, Division of Education. Bachelor thesis.

Cross country collaborations:

1. ***Linnaeus-Palme Exchange Programme*** between IMNU, Inner Mongolia, China, och Lund University, English Department and Teacher Training. Planning grants awarded by UHR, March 2014. Visit in Lund by IMNU autumn 2014, and visit by LU in Hohhot June 2015. Report to UHR will be submitted in Oktober 2015. Decision about upscaling on a common application will be taken autumn 2016.

2. Applications for ***Linneaus- Palme Partnership*** between Malmö University (Sweden) and Lusaka University (Zambia) and Malmö University (Sweden)and Makare University (Uganda). The decision is pending.

3. 30 change agents participated in the ***Conference "Learning Together for Change" April 2015, in Arusha, Tanzania.*** It gathered some 160 participants from 20 different countries. Among these researchers and leaders from 15 Swedish and 24 African universities were represented. The Association of Swedish Higher Education (SUHF), with the support from The International Association of Universities (IAU), the Association of Swedish Higher Education (SUHF), and the Swedish International Development Cooperation Agency (Sida), initiated the conference.

Academic articles published:

1. Leo, Ulf (2013) In the Best Interest of the Child: Change Agents' Efforts to Reduce Drop-Out in Malawi. In Naseema, C & Jibin, V.K. *Elementary Education and Child Rights.* New Delhi: Shipra Publications.
2. Rasmusson, B. (2011). "Barns mobilisering - En internationell utblick" i Denvall, V., Heule, C. & Kristiansen, A. Social mobilisering. En utmaning för socialt arbete. Malmö: Gleerups.
3. Urinboyev, Rustamjon, Wickenberg, Per, & Leo, Ulf, (2016). "Child Rights, Classroom and School Management: A Systematic Literature Review". *International Journal of Children's Rights.*
4. Wickenberg, Per & Leo, Ulf (2014). "Change Agents and Change of Norms: International Experience on Training in UN Convention on the Rights of the Child in Schools". *CICE Hiroshima University Journal of International Cooperation in Education*, Vol. 16 No.2. pp.105-120.
5. Wickenberg, Per (2013). Implementing CRC Norms in Schools: Supporting Actors and Structures Needed. I Naseema, C & Jibin, V.K. *Elementary Education and Child Rights.* New Delhi: Shipra Publications

Evaluation of Sida's International Training Programme in Child Rights, Classroom and School Management

The International Training Programme (ITP) "Child Rights, Classroom and School Management", implemented by Lund University, trained 630 participants from 28 countries over 13 years. The evaluation assesses relevance, effectiveness, efficiency and sustainability. It concludes that the programme was successful in producing a cadre of change agents committed to making a difference for children in the school system. Over time, and with a critical role played by change agent networks at country level, the programme contributed to significant wider effects. Meanwhile, Sida/ Swedish embassies missed opportunities to promote synergies. Given the high relevance of the subject area; the ability to achieve results on the ground; and, Sweden's leading expertise in the area; the evaluation recommends that Sida strongly considers continuing the programme. Lessons learnt for the benefit of Sida, future ITP organisers and child rights in education actors are provided

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