

Evaluation of Taksvärkki ry's Development Cooperation Program 2022-2025

Final Report

December 3, 2024

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LEARNING
LOOP

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Abbreviations

CPC	Child Protection Committee
CCYA	Centre for Coordination of Youth Activities
CSO	Civil Society Organisation
CYECE	Center for Youth Empowerment and Civic Education
ECCA	Environmental Camps for Conservation Awareness
FGM	Female Genital Mutilisation
GBV	Gender-Based Violence
GLOBE	Global Learning and Observations to Benefit the Environment Program
LL	Learning Loop
MHM	Menstrual Hygiene Management
OH	Outcome Harvesting
OM	Outcome Mapping
PMEL	Participatory Monitoring, Evaluation and Learning
PTA	Parent Teacher Association
PwD	Persons with Disabilities
SGBV	Sexual Gender-Based Violence
SIP	School Improvement Plan
SMC	School Management Committee
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
TA	Traditional authority
ToC	Theory of Change
ToR	Terms of Reference
USK	Undugu Society of Kenya
VDC	Village Development Committee

Executive summary

Taksvärkki ry (Taksvärkki) promotes the rights of children and young people by strengthening meaningful youth participation through development projects. In their Development Cooperation Programme 2022-2025 Meaningful Youth Participation in Sustainable Development, Taksvärkki collaborates closely with local civil society organisations as implementing partners in Guatemala, Nepal, Malawi, Kenya, Sierra Leone, Zambia and Mozambique. Learning Loop (Phil and Mariam Smith), in collaboration with Lokendra Gharti Magar in Nepal, was tasked by Taksvärkki to facilitate an evaluation to learn about the program's contribution to change and to discover future program priorities in support of socially and environmentally sustainable societies.

The **purpose** of the evaluation as outlined by Taksvärkki was:

- to provide evidence and enhance understanding on the extent and significance of the outcomes achieved with contribution from the Taksvärkki program in different contexts, especially from human rights and equity perspective, and in strengthening the local civil societies through partnership and mutual learning.
- to highlight the significant, intended and unintended outcomes and the best practices of the program in order to further strengthen the success factors in the future program design.
- to identify main gaps, weaknesses and negative outcomes in order to address the challenges for improved strategies in the future program design.
- in the spirit of shifting the power in development cooperation, to increase Taksvärkki's understanding on its role and position as a partner and donor organization cooperating with the local organizations, and on the potential of the program work in strengthening the local civil societies.

The utilisation-focused evaluation process took place between May and October 2024. Field work took place in Nepal with Environmental Camps for Conservation Awareness (ECCA) where a core evaluation team comprised of Learning Loop (LL), a program officer from Taksvärkki, ECCA staff from Kathmandu and from Jhapa and two local youth counsellors were involved in the whole process. 88 adults and youth were part of focus group discussions and 28 adults and youth representing 9 out of 16 schools were part of a sense-making workshops. Besides the field work, LL conducted further desk work and online workshops with four other partner organisations in Nepal, Zambia, Malawi, Kenya, and Sierra Leone, and included learning from a parallel midterm evaluation process in Guatemala. It was agreed to leave Mozambique out of the evaluation as the project there started only in mid-2023.

The evaluation used Outcome Harvesting (OH) as the main methodological approach. In OH, outcome statements are gathered which form the basis of analysis; these comprise of three parts:

- The outcome description, which describes a concrete change in behaviour of a social actor that the project has contributed to.
- The contribution of the program to the change.
- A description of why this change is interesting (significant) in relation to the context of the change and the local perception.

Collectively, we gathered 76 new outcome statements during the evaluation of the program. Another 555 outcomes already collected by Taksvärkki and partners were reviewed, clarified and used for analysis. 25 of these outcomes were substantiated. 139 of the total 631 outcomes were from Nepal. Among the 139 outcomes from Nepal, child clubs and other youth were the main actors in 82 of the outcomes.

In analysis of outcomes, LL worked with a set of “tags” to code the data by categories of actors, behaviours, and topics that emerged from the data and were informed by values and principles expressed in the program document.

Conclusions and recommendations for Nepal

The following **key concluding points** were evident from the analysis of outcomes from Nepal:

- ECCA inspired and equipped child clubs and local youth counsellors to 1) function as **groups**; 2) collaborate with formal duty bearers; and 3) take lead in addressing issues in their community and in the environment prioritised by the children/youth themselves. Through this, new generations are equipped to engage as caring and problem-solving citizens while creating structures for continued meaningful youth participation.
- While **local youth counsellors** in Jhapa are meaningfully connected with other counsellors and expertise through ECCA, they independently coordinate and train children/youth, building local capacity. This is a foundation for further local and youth-led monitoring and visionary leadership in East Nepal and needs extensions/connections in Dhankuta and Morang. There are some examples of wider impact through ward level child club networks and collaboration between groups which local youth counsellors can support.
- At the same time, ECCA has inspired and supported **school stakeholders and other duty bearers** to gain knowledge and experience about child rights and other relevant social and environmental issues, to take their responsibility and to work with the organised children/youth. Duty bearers’ joint efforts with child clubs and local counsellors have reached results - in gaining funds for student needs, taking action, and reaching out to the communities. Duty bearers’ own connection to funding and partners increases the sustainability of the child club efforts.
- Some outcomes show **community impact**, mindset changes, and that parents and others are listening to the children (regarding schooling of children with disabilities, child marriage, waste disposal, menstrual hygiene, and the sale of tobacco and alcohol), indicating shifts in cultural norms and practices.

Moving forward, Learning Loop suggests that ECCA and Taksvärkki discuss how to continue with their strong approach and that they consider the following ideas in future programming/ ECCA project. The **recommendations** start at school level and are not written in order of importance or urgency:

1. Continue with the school - community connections and scale up the approach!
2. Celebrate and build on the diversity and the differences in expression of students’ own traditions/culture/religion/no religion, being aware that minorities may need intentional support to differ.

3. Build on the new capacity of local youth counsellors to adapt processes/tools for monitoring, which can support decision making closer to the schools.
4. Consider a more intentional collaboration at ward level where skilled nature club teachers could be taking an increased role for networking.
5. ECCA should continue supporting local schools to access technical expertise and education support while engaging school actors to do their part in advocacy for educational support in this regard.
6. ECCA should facilitate schools and wards who want to commit to seeing municipalities becoming child friendly municipalities.
7. Taksvärkki should continue the flexible approach which has been built by trust and mutual experiences.

Main program findings

In review of the full set of outcomes from the 5 countries, outcomes about **children/youth** describe youth outreach (110 outcomes), youth action (81 outcomes), and youth collaboration with adults/institutions (90 outcomes). The projects all function in difficult circumstances and among marginalised communities; yet generally, there is a high level of agency among the youth where they are pioneering and breaking established cultural norms to create equitable and sustainable communities with respect for diversity and human rights, in line with the program's Theory of Change. Ensuring high relevance, youth analysed their own contexts to identify those with most needs and worked toward greater inclusion.

Project-related groups of youth became safe spaces of belonging in contexts where this was especially significant and should be seen as one of the factors foundational for youth outreach, action and collaboration. In each of the countries, the organised children and youth moved toward gaining established structures (with constitutions, registration as associations, funding, recognition, reflective practices, etc) which will support youth to have a long-term presence in their contexts.

Using their unique skills and inspiring leadership, project staff's concrete and persistent support for the children/youth contributed to the youth's strength and courage. Recognition, training, access to resources, livelihood/job opportunities, leadership training, educational credits and connections to others played an important roles in providing incentives to the youth.

Also, in line with the program's ToC, and as in Nepal, **others in community**, including formal duty bearers and moral duty bearers/civil society actors, provided resources, changed their own practices, and took action for youth, sometimes in collaboration with other adults/institutions and as networks. They built connections for youth to gain relationships, knowledge, skills and opportunities to participate in decision making. These efforts contributed to important structural change.

While each partner has seen a rise of adult/institutional allies in their contexts, they will need to define the next step of engagement with service providers, decision makers and civil society actors to see them strengthen systems change, informed by youth priorities. The outcome database can support them to map out current levels of involvement.

The program approach and partnership

LL found the following common factors among the partners based on a document review and from interviews with partners:

- A focus on children/youth living in socio-economically vulnerable contexts or at risk of discrimination.
- Projects designed using participatory approaches with communities and youth input.
- Project staff role modelling and personally engaged in context, serving as inspiration and contributing to a family/safe atmosphere.
- Facilitation so that youth themselves build connections with other stakeholders, and in some cases, youth independently and as networks relating to these stakeholders.
- Directly, and through youth, influencing policy change and decision maker practices.
- Provision of new knowledge and skills and connecting youth to sources of knowledge and skills.
- Supporting youth in their organisational capacity as groups - in practices, financial sustainability, as well as reflection, monitoring, action.

Partners affirmed Taksvärkki's flexible support and respectful way of relating to partners. They mentioned Taksvärkki's support in understanding and working with a human-rights based approach, helping them to move toward sustainable change in the communities that they work. In the interactions with Taksvärkki, they saw Taksvärkki's use of and support to Outcome Mapping and Outcome Harvesting processes as important in shaping and informing projects. Partners have actively incorporated the program's two cross-cutting themes, gender equality and disability inclusion and mentioned receiving various capacity building in these areas and in the area of finances. Partners also mentioned Taksvärkki's influence on the partners' own organisational practices and development of written policies.

Recommendations for the program

Moving forward, LL makes the following recommendations for partners and Taksvärkki who together shape the next program:

1. Build networks between groups of youth. Networks of youth can take advocacy to a higher level and keep decision makers accountable while connecting to and supporting local children and youth.
2. Support wards/municipalities/districts to become willing to work towards commitments to be child/youth-friendly (and disability-friendly).
3. Explore next steps toward youth-adult collaborations. The relational approach seems effective and appropriate in countries with few resources and seems to achieve sustainable change.
4. Build connections to other organisations in the same country who can complement partners' skills in cases where the partner is not yet seeing adults giving space for the voices of youth in decision making.
5. Continue to strengthen the valued Outcome Mapping approach and encourage youth involvement in monitoring systems change. Consider having youth-led monitoring as a learning objective.

6. Use the outcomes database for further studies and for local purposes. The database can be a support to understanding strategies and approaches supporting youth influence and meaningful youth participation toward sustainable change.
7. Continue to invest in the long-term collaborations between Taksvärkki and partners.

Overall, based on the evaluation process in Nepal, the review of program documents, reports and evaluations, the digital workshops with partner organisations and the analysis of the complete set of data, summaries are written up for each of the seven evaluation questions in the following table. The program already successfully responds to concerns of relevance, effectiveness, impact and sustainability through a well-developed program concept and partnership. Summarised recommendations are listed where they most strongly correlate with questions while recognising that they correlate to multiple questions and conclusions.

Concluding statements on the evaluation questions

Evaluation Question	Conclusions and affirmations	Recommendation
Relevance		
1. How successful has the program been in addressing the rights, needs, priorities and engagement of the youth , especially those in vulnerable or marginalized position?	Program partners successfully built the capacity of youth to organise and claim their rights at local level and in some locations aiming to influence at national level. These groups include youth with disabilities, youth from marginalised and socio-economically vulnerable communities/ethnic groups and others at risk in the project contexts. As functional clubs, associations, and organisations, they prioritised which issues needed to be addressed in their contexts and reached out with a concern for the most vulnerable youth, and in some project locations collaborating with duty bearers and other adults/institutions or building connections for long-term support. The large majority of the outcomes in the 5 countries were about youth (371 of 631 outcomes) and addressed issues of disability, education, SRHR, and gender.	<p>Continue with the school - community connections and scale up the approach! (Nepal 1)</p> <p>Celebrate and build on the diversity and the differences in expression of students' own traditions/culture/religion/no religion, being aware that minorities may need intentional support to differ. (Nepal 2)</p> <p>Build networks between groups of youth. Networks of youth can take advocacy to a higher level and keep decision makers accountable while connecting to and supporting local children and youth. (Program 1)</p>
2. In the light of the outcomes observed, to what extent has the program been successful in identifying and involving the relevant duty bearers and in contributing to their expected behaviour change in terms of fulfilling the rights of all children and young people?	427 of 631 outcomes in the 5 countries described adults and institutions around the youth being part of the change stories, 407 of which were outcomes describing organisations/institutions and adults in formal roles. In all projects that were part of the evaluation, duty bearers (both formal duty bearers and moral duty bearers) at some level (village, municipality, district, or national) changed practices and policies and took action for the youth. They recognised the abilities of youth, listened to them, collaborated with them and, in some country contexts, provided space for youth to participate in decision making. Two project locations have examples of longterm networks being formed.	<p>Consider a more intentional collaboration at ward level where skilled nature club teachers could be taking an increased role for networking. (Nepal 4)</p> <p>Explore next steps toward youth-adult collaborations. The relational approach seems effective and appropriate in countries with few resources to achieve sustainable change. (Program 3)</p>

<p>3. What is the added value and synergies of the partnership with Taksvärkki, and of the Taksvärkki development cooperation program framework for the partner organizations?</p>	<p>Taksvärkki worked in support of organisations that have the skills and local respect needed to work at a grassroots level so that youth from vulnerable contexts and communities can truly participate. Taksvärkki has supported these relatively small organisations using a relational and flexible approach, encouraging partners to continuously learn about actors in their context and with the growing strength and awareness of the youth, adapt their work. The Outcome Mapping approach, invested in by Taksvärkki has supported this focus and awareness of systems change. Convened by Taksvärkki, partnering organisations have shared their best practices with one another and with Taksvärkki.</p>	<p>Taksvärkki should continue the flexible approach which has been built by trust and mutual experiences. (Nepal 7)</p> <p>Use the outcomes database for further studies and for local purposes. The database can be a support to understanding strategies and approaches supporting youth influence and meaningful youth participation toward sustainable change. (Program 6)</p>
<p>Effectiveness</p>		
<p>4. To what extent do the outcomes observed in the project contexts contribute, or are likely to contribute, to the program level objectives as per the program's Theory of Change?</p>	<p>The holistic, youth-driven approach encouraged by the program, enables youth at the core of the program, in cooperation with others, to adapt their strategies to address any priorities they identify as related to a sustainable and equitable world. For the contexts that the projects work in, the changes are transformative and influence actors wider than the targeted project locations. The observed outcomes describe change in a variety of actors who are connected to youth as was described in the program's ToC. This increases the likelihood of sustainable change in the project contexts. In one country, duty bearers were not yet connecting with youth for collaboration or giving them space in decision making. Each project will need to regularly re-assess their role and influence on the system of actors, as is already a practice by Taksvärkki program partners and supported by Taksvärkki.</p>	<p>Build connections to other organisations in the same country who can complement partners' skills in cases where the partner is not yet seeing adults giving space for the voices of voice in decision making. (Program 4)</p>
<p>5. To what extent has Taksvärkki program been able to support the organizational development, especially in terms of social inclusion and participatory PMEL practices of the partner organizations?</p>	<p>The five countries that were interviewed about the partnership with Taksvärkki, reported organisational development and advancement in their capacity. Social inclusion and particularly, disability inclusion, was highlighted as an area of improved capacity as is visible in the 166 outcomes on this topic. Partners also valued Taksvärkki's support in making connections to relevant organisation and networks. Taksvärkki's support to participatory PMEL practices and their focus on OM and OH, was seen as significant in relation to boundary partners, and particularly youth, taking ownership of the projects from the start.</p>	<p>Continue to strengthen the valued Outcome Mapping approach and encourage youth involvement in monitoring systems change. Consider having youth-led monitoring as a learning objective. (Program 5)</p>
<p>Impact</p>		

<p>6. From a systems perspective, are the observed program outcomes relevant and contributing to structural changes for equity and social sustainability?</p>	<p>The program is centred around strong and connected youth who are making and gaining spaces of influence in community on issues that they have prioritised as relevant. All projects support grassroots movements among the most vulnerable making primary efforts to youth organisation, respect, and collaboration and taking first steps toward the existing structures' attention to youth and their rights. In some projects, they already see long-term changes in networks, policy and practices. Partners and their associated organised youth can strengthen their monitoring of structural change.</p>	<p>Build on the new capacity of local youth counsellors to adapt processes/tools for monitoring, which can support decision making closer to the schools. (Nepal 3)</p>
<p>Sustainability</p>		
<p>7. To what extent does the Taksvärkki development cooperation program create sustainable structures that are likely to continue and develop also after the program support has ended?</p>	<p>108 outcomes were marked as addressing sustainability of the organised youth, their actions and youth influence on decision-making, indicating that partners and their associated youth take opportunities to move in this direction whether it is about organisational practices, finances, or other capacities for independent and long-term influence and action. Outcomes toward sustainability were spread across all country contexts.</p>	<p>ECCA should continue supporting local schools to access technical expertise and education support while engaging school actors to do their part in advocacy for educational support in this regard. (Nepal 5)</p> <p>ECCA should facilitate schools and wards who want to commit to seeing municipalities becoming child friendly municipalities. (Nepal 6)</p> <p>Support wards/municipalities/districts to become willing to work towards commitments to be child/youth-friendly and disability-friendly. (Program 2)</p> <p>Continue to invest in the long-term collaborations between Taksvärkki and partners. (Program 7)</p>

Background¹

Context

Taksvärkki ry (Taksvärkki) promotes the rights of children and young people by strengthening meaningful youth participation through development projects. In their Development Cooperation Programme 2022-2025 *Meaningful Youth Participation in Sustainable Development*, with funding from the Ministry for Foreign Affairs of Finland, Taksvärkki collaborates closely with local civil society organisations as implementing partners in Guatemala, Nepal, Malawi, Kenya, Sierra Leone, Zambia and Mozambique. The “From Youth to Youth” principle is present in all activities, where young people are the main actors. At the same time, there is a focus on advocacy and on creating an enabling environment for the youth where other people in community participate and play a role.

The participatory PMEL processes, where the Outcome Mapping approach is used, is an integral element of the program enhancing transformative change in the social systems of the program context. Right to non-discrimination and gender equality are central cross-cutting objectives of the work. Both gender equality and disability inclusion are being mainstreamed at different levels of the program.

Goals and intended outcomes of the program

The program’s intended outcomes are:

- “Responsible formal duty-bearers make decisions and provide services based on human rights. They consider, involve and give space to diverse groups representation (such as children, youth, people with disabilities and ethnic groups) in the decision-making processes in a meaningful way.
- Skilled and capable youth have a voice and decision-making power in creating equitable and sustainable communities with respect for diversity and human rights.
- Moral duty-bearers as well as youth, partner organizations and other networked actors, such as disability organizations, belong to the local civil society. In the local civil society “active local civil society actors (including local CSOs, youth, community structures, parents) support the participation of youth and network to advocate and claim for human rights (especially child and youth rights, rights of Persons with Disabilities and gender equality).”

Evaluation focus and task

Learning Loop (Phil and Mariam Smith) in collaboration with Lokendra Gharti Magar was tasked by Taksvärkki to facilitate an evaluation to learn about Taksvärkki’s and their local partners’ contribution to change during the program period 2022-2025 and to discover what this might mean for future program priorities towards socially and environmentally sustainable societies. Taksvärkki’s Terms of Reference (ToR) outlined the purpose of the evaluation:

¹ Adapted from Taksvärkki ry’s Terms of Reference for the evaluation of the development cooperation program 2022-2025 and the program document.

- to provide evidence and enhance understanding on the extent and significance of the outcomes achieved with contribution from the Taksvärkki program in different contexts, especially from human rights and equity perspective, and in strengthening the local civil societies through partnership and mutual learning.
- to highlight the significant, intended and unintended outcomes and the best practices of the program in order to further strengthen the success factors in the future program design.
- to identify main gaps, weaknesses and negative outcomes in order to address the challenges for improved strategies in the future program design.
- in the spirit of shifting the power in development cooperation, to increase Taksvärkki's understanding on its role and position as a partner and donor organization cooperating with the local organizations, and on the potential of the program work in strengthening the local civil societies.

The ToR called for a utilisation-focused, participatory evaluation process placing program partners at the centre. Taksvärkki expressed hope that the process would strengthen the capacity of Taksvärkki's partners in applying Outcome Harvesting. Evaluation field work was chosen to take place in Nepal where the evaluation would take a focus on sustainability. Further desk work and online workshops with partners in other program countries would be used to evaluate program work, including learning from a parallel midline evaluation process in Guatemala.

Nepali context

Taksvärkki's long-term partner organisation in Nepal, Environmental Camps for Conservation Awareness (ECCA) works with a project called "Supporting Youth and School Stakeholders for Making Child and Environmentally Friendly Schools and Strengthening the Sustainability of School Programs" in Morang, Dhankuta and Jhapa districts in East Nepal. The project aims to promote positive change in school education and management through stakeholder capacity building and awareness on environmental and social sustainability. The main objectives of the project are 1) to sustain and improve the functionality of the Child Clubs in the project schools through the implementation of various school and community programs for a better school environment, health, and well-being, and 2) to improve the relationship between the project school stakeholders and local government line agencies to enhance the quality of education in schools. This also benefits the Child Clubs and helps to address school environment issues.

The project creates awareness and involves stakeholders on various issues, building relationships and supporting the sharing of information between teachers, youth, and child clubs, and education stakeholders. It creates platforms for communication between schools and communities to understand human rights, gender equality, inclusiveness and overall human values. The project also aims to create a network of child clubs in the area.

Evaluation methodology and process

Learning Loop's (LL's) evaluation team align themselves with Taksvärkki's values and visions and find that Outcome Harvesting (OH) with its actor focus is a great tool for meaningful participation in evaluation processes and for gaining insights into complex social change. The tool focuses on outcomes as behavioural change, which can also show evidence of attitudinal changes. Through understanding changes in actions, relationships and shifts in practices and policies that took place in the context of actors that Taksvärkki and local partners work with and influence during the program period, we gain a set of data to understand what was required to shift norms in the various locations covered by the program. This provides a basis to discuss what might be meaningful in moving forward to support youth and the context of the youth in various contexts and Taksvärkki's future program.

In this section, we describe the main tool, OH, used in the evaluation process. We also describe the participatory process with partners and key stakeholders, and the challenges and possible limitations of this evaluation. The process is described in more detail later in this section.

About Outcome Harvesting

OH is a well-established utilisation-focused evaluation methodology, meaning its purpose is to support learning and decision making among those involved in the program. Its strength is in deepening understanding about a program's contribution to complex social and systems change. Within OH, the definition of an outcome is:

A behavioural change in a social actor that we have contributed to.

This definition is what is meant when we use the term *outcome* in this Evaluation, and when we refer to the creation of concise *outcome statements*, which consist of three parts:

1. The **outcome description**, which includes details about who changed, what they are doing differently now, and when and where the change happened. These details help to ensure that the outcomes are about a specific event in history which can be verified, and not just a subjective opinion about change.
2. A description of the plausible **contribution** of the organisation/program to the change, which again can be verified by others or investigated further through other approaches like process tracing.
3. **Significance**: A description of why this change is interesting to the organisation in relation to the context of the change. This helps to highlight issues of local initiative, sustainability, local and strategic relevance, and cultural context.

OH does not start from the program/project plans, but first looks at the actual changes that have taken place through the implementation of a program. These point towards *what* the program contributed to and *how* they contributed to this change. These changes may be very different from what the program had expected, making OH a good tool for exploring both the intended and unexpected effects of a program (both positive and negative).

OH requires a participatory process from the design phase until interpretation of findings and support of its use. The process relies on the observations of people who are closest to the change process, normally program/project staff. They are most aware of the local situation and

how to best analyse and interpret the observed changes. The role of the consultant is mainly facilitative, working with the staff and key actors to identify, agree on, and substantiate the outcome statements. A set of outcomes (descriptions of concrete changes) from each country context becomes, in this case, the basis for creating and understanding a rich picture of the kinds of change to which the program has contributed.

Description of the evaluation process

The evaluation process took place between May and October 2024 and followed the work plan outlined in Annex 1. Learning Loop read project documents and reports and met with Taksvärkki to understand history, context and to build on Taksvärkki's experiences, knowledge of change and processes. In preparation for the deeper process in Nepal, LL met with Taksvärkki and ECCA to plan the field visits there and shared initial analysis based on the available data.

From August 20 until September 1, Mariam and Lokendra from LL together with Taksvärkki's program officer, Veera Blomster, engaged with Taksvärkki's partner ECCA and key stakeholders in Nepal. Evaluation field dates and locations are outlined in Annex 2 and an overview of the process is described in this section. A **core evaluation team** in Nepal was involved in the whole process and included the following members:

- External consultants: Mariam Smith and Lokendra Magar
- Program officer from Taksvärkki: Veera Blomster
- ECCA staff from Kathmandu: Yogendra Chitrakar and Ashmita Rai
- ECCA field coordinator: Tarun Rai
- ECCA local counsellors from Jhapa: Chandani Ansari and Priyanka Danuwar.

Initial planning meetings were held with ECCA in Kathmandu (Aug 21) and in Jhapa (Aug 22) with the core evaluation team with the purpose of getting to know each other and prepare for the roles and tasks ahead. We listened to the approach ECCA had taken in the project, describing their various activities and collaborations. This prepared us for an Outcome Harvesting workshop with local counsellors (Aug 24), visits to four school locations (Aug 23, 25, 27) and finally, sense-making sessions with local stakeholders and with the ECCA team (Aug 28, 30).

Outcome Harvesting workshop with local counsellors

On August 24 we took stock of the outcomes known to 11 local counsellors (7 female) who were able to join for a morning workshop with us. We first introduced the purpose and asked them to remind themselves of their own visions for the



The core evaluation team with the local counsellors at the workshop with local counsellors held in Jhapa, listening to their most significant outcomes. (Photo credit: Veera Blomster)

project. The core evaluation team split up into pairs and smaller groups to work with the local counsellors, exploring the effects of the Local Counsellors' work. Listening to their stories, 11 outcomes were recorded and discussed. The process aimed to support the core team, and especially the local counsellors, in their capacity of writing up full outcome statements in preparation for field visits, while also identifying those outcomes significant to the local counsellors.

Field visits to schools

Due to the challenges of the monsoon season and recent rains affecting travel plans, we were not able to visit all three districts as first planned. On August 23, 25, and 27, the core evaluation team visited four of the 16 project schools in two of the three districts:

- In Mechinagar Municipality of Jhapa District: Shishu Shachhyar Basic School and Dhulabari Secondary School.
- In Dhankuta Municipality of Dhankuta District: Deurali Secondary School and Thani Basic School

Upon arrival at each location and after welcome ceremonies and initial introductions, the core evaluation team divided up into two sub-teams to ensure that a maximum number of perspectives could be heard: one group facilitating the discussion with children and the other with adults. 54 child club members and 34 adult stakeholders (Head teachers, teachers, School Management Committees (SMCs), PTA (Parent Teacher Associations), a Ward president, a Ward member, and a former principal of the school participated in these meetings (see Annex 3).

During the focus group discussions, teams facilitated discussion on what had changed *among themselves* and *in others*. We explained that we were looking for concrete changes in action, relationships, practices, and policy that they were aware of in their contexts. In pairs, group participants discussed with one another and wrote down ideas on post-it notes. Facilitators asked participants to share, one post-it at a time. We then asked further about the changes that clearly seemed to be concrete outcomes to ensure the details were clear and that we had understood what they expressed as significant. We also asked further about ECCA's contribution when this was not already clear. While notes were taken during the discussions, each outcome was clearly written for documentation and shared with the remaining team members by the end of the day.

A total of 46 new outcome statements were written up from these processes. In addition, 25 outcomes in the database were substantiated (verified) by gaining at least one additional



Child clubs shared their insights about what had changed amongst the child clubs and in others. (Photo credit: Veera Blomster)

confirmation/perspective confirming the outcome.

Sense making workshop

On August 28, ECCA invited key stakeholders connected to 9 of the 16 project schools to a sense-making workshop. The purpose of the sense-making session was to analyse and make sense of the collected set of outcomes data from the perspectives of those closest to the change. We also saw the workshop as an opportunity for those from locations not visited during the evaluation field visit to have opportunities to learn from the process and give their insights. Annex 4 shows the broad representation of various roles from each school in which 9 of 16 schools were represented. Due to the complications of travel and the challenges of monsoon season, two child club representatives came from only four of the schools (8 total). In addition, child club (also known as nature club) teachers and key people from school leadership and community from the three districts (total 20 people) participated actively in discussion.

Outcomes had already been organised by actor (the person or group taking action in the outcome statement) into 5 broad actor categories:



Participants with different roles related to schools and child clubs shared their insights about what had changed.



Child club members worked in a separate group during the sense-making workshop to understand patterns of change among outcomes about child clubs (Photo credit: Veera Blomster)

- Child Clubs
- Schools actors (teachers, principals, PTA)
- Government Stakeholders
- Local Counsellors; and
- Others (community members, decision makers, etc).

Participants then worked in 5 smaller groups to analyse the data according to the type of changes that they were seeing. They categorised each outcome under subheadings and discussed in what ways the ECCA project had supported each type of change.

Concluding the discussion, each group shared significant outcomes, surprises, concerns, and gaps with the larger group.

Analysis and interpretation of the data from Nepal

On August 30, a debrief and additional sense-making workshop was held with ECCA and Taksvärkki in Kathmandu, where some tentative findings were shared and discussed.

After the field work where some analysis had already taken place with key actors in the project, LL coded the outcomes data to further identify patterns in actors, the type of change (taking action, cooperating, etc) and the topics (disability, health, etc) that related to the change of behaviour. This enabled us to do some basic quantitative analysis of the outcomes, and to filter data to review all outcomes related to specific themes (codes) in the data. It also helped us to identify patterns in contribution to various types of outcomes.

Each outcome statement was given a unique reference – e.g. NY22173 where the first letter indicates the country and the following letters and numbers refer to the original databases. An F indicates data collected from the field during the evaluation.

Digital processes with partners in Zambia, Malawi, Kenya, and Sierra Leone

LL worked with the following local partners and their projects to gain a broader view of the programme:

Country	Organisation and acronym	Project
Zambia	Barefeet Theatre (Barefeet)	One drum, many beats
Malawi	Center for Youth Empowerment and Civic Education (CYECE)	Girls Empowerment for Meaningful Participation and Education (GEMPE)
Kenya	Undugu Society of Kenya (USK)	<i>Sisi tuna Haki pia – Kilio chetu ni Haki Yetu</i> We (Youth) have rights, respect them: listen to and work with us
Sierra Leone	Centre for Coordination of Youth Activities (CCYA)	Strengthening Youth and Youth Groups to take Leadership Roles in Decision-Making Processes at Community & District Levels

After reading through background documents and carefully going through the outcomes database for each project, LL held two hour sessions with each of the four partners where several project staff from each organisation participated. The focus was on the projects themselves identifying the most significant outcomes among youth and among others affecting the youth. In this process, 31 new outcomes were identified. These were written up on Mural during the conversations with partners, so that they could add and clarify the three parts of the outcome statement at any point. Partners were also asked what key strategies or “secret recipes” had been used to achieve the set of outcomes in their context.

The mural displays outcome statements for four organizations, organized into columns for Title, Outcome Description, Significance, and Contribution. The outcomes are color-coded: Barefeet (green), CYECE (teal), CCYA (blue), and Undugu (pink).

Outcome Statements: Barefeet				Outcome Statements: CYECE				Outcome Statements: CCYA				Outcome Statements: Undugu			
Title	Outcome Description	Significance	Contribution	Title	Outcome Description	Significance	Contribution	Title	Outcome Description	Significance	Contribution	Title	Outcome Description	Significance	Contribution
ED01	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED01	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED01	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED01	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED02	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED02	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED02	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED02	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED03	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED03	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED03	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED03	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED04	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED04	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED04	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED04	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED05	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED05	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED05	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED05	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED06	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED06	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED06	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED06	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED07	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED07	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED07	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED07	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...
ED08	The Ministry of Health and Social Services has been successful in implementing the National Health Service Strategy (NHSS)...	This has allowed the youth to have a voice in the decision-making process...	Barefeet engaged youth in the decision-making process...	ED08	Youth engaged in the decision-making process...	This is an example of youth engagement...	The youth have a voice in the decision-making process...	ED08	In 2024, the youth have been successful in implementing the National Health Service Strategy (NHSS)...	This is an example of youth engagement...	CCYA continues to support the youth...	ED08	Youth engaged in the decision-making process...	This is an example of youth engagement...	USK supported youth with skills training in various areas...

Mural was used to take note of outcomes during the digital workshops with each partner for transparency of process. These outcomes were later compared with the existing database to clarify existing and add new outcomes.

LL saw the outcomes database as a rich collection of information about change. Prior to, during and following the discussion, the four partners worked further on an updated version of the database to clarify outcomes and make them more concrete so that the data could be used for analysis and interpretation. Our estimate is that the process of responding to LL’s questions about specific outcomes in the database took partners between 30 minutes and 6 hours. In this

process, LL removed some data as non-outcome information/perceptions. In total, 631 outcomes were included in the final outcome database as described in Table 1.

Table 1: Number of outcomes per country

Organisation	Outcomes about youth	Outcomes about others	Total per country
ECCA (Nepal)	70	69	139
Barefeet Theatre (Zambia)	22	62	84
CYECE (Malawi)	121	83	204
USK (Kenya)	51	49	100
CCYA (Sierra Leone)	37	67	104
Total	301	330	631

In the digital sessions with partners, LL also took time to look at the partnership with Taksvärkki to understand any contribution to outcomes in partners and their context as well as other perceptions and insights about the relationships. Specific questions are listed in Annex 5.

Analysis and interpretation of data from the four additional countries

After the digital workshops, LL worked with analysis of data using the same set of “tags” to code the data from the four additional countries as had been used for the outcomes from Nepal. As new types of actors, behaviour and new topics emerged, new ‘tags’ or ‘codes’ were added to indicate new categories. The full set of data, including the data from Nepal, was reviewed using the addition of any new codes.

The letter D in the reference code indicates the source of the outcome being the digital workshops.

Comparison with the evaluation in Guatemala

In May-July 2024, a separate team of evaluators were contracted by Taksvärkki to evaluate Programa de Atención, Mobilización e Incidencia por la Niñez y Adolescencia’s (PAMI’s) project: “Among Friends We Build Political Citizenship 2023 - 2025” in Guatemala. LL reviewed their evaluation report and had e-mail communication with Jocke Nyberg (team leader) and Verónica Sagastume to get clarity on some specific questions and to discuss what they perceived were the highlights of the project.

Known Limitations

Nepal. Visiting only 4 of the 16 project schools in Nepal was reasonable given the time constraint and the monsoon, but limited the variety of schools visited. The evaluation team found, however, that the outcomes collected in the database, correlated well with the data collected from the school locations during the visit and so LL has a high degree of confidence in the existing database from Nepal.

As one way to mitigate data gaps, the sense-making session and the session with local youth counsellors had representation from 9 of the schools which gave some insights to outcomes and verification of outcomes in other locations. Finally, all of the 16 school locations were mentioned in the database, except for Golkhadi secondary school in Dhankuta. It should be noted that participants representing Morang district expressed strongly that they had wished for a visit to their district. Until the final days prior to the trip to Eastern Nepal, Morang was still in the plan to be visited, but travel was not feasible given the tight schedule and the weather conditions for travel.

Program. The large set of outcomes provided an overview about change that the programme contributed to. This was coded and analysed by LL. There was not enough time in the evaluation to fully explore patterns of contribution in this large data set. To compensate for this, we asked partner organisation to list some of their main activities which they felt were significant in achieving the set of outcomes collected. We called these “secret recipes” and have included them in this report. Also, the quality of the outcome statements varied between projects. There was a judgement call by LL as to whether an outcome was concrete enough, since we felt it unethical to demand even more time to make outcomes more concrete. LL has confidence in the data that was used for analysis.

Programme Approaches and Activities

Finland²

Taksvärkki has a vision for “a sustainable and equitable world, where the human rights of every young person are realised in Finland and around the world” and they support the activities of young people to achieve this vision. Partnering with implementing organisations in Guatemala, Nepal, Malawi, Kenya, Sierra Leone, Zambia and Mozambique, Taksvärkki’s program promotes human rights through empowerment by listening, encouraging, and supporting youth, and by strengthening the capacity and cooperation of civil society actors. Taksvärkki believes that supporting equal opportunities of youth in their own communities and strengthening their participation in the structures of society are key strategies to youth empowerment. The program emphasises the need for transformative and sustainable systemic change, understanding that “a holistic approach is essential to find interactions and interdependencies between people, nature, and societies”. Taksvärkki sees that engaging key actors in Outcome Mapping’s actor-focused approach to design, monitoring and evaluation supports learning and adaptation, fostering genuine inclusion and youth activism. Youth who experience discrimination are the special focus of Taksvärkki and two cross-cutting themes, gender equality and disability inclusion, provide important lenses for achieving an equitable world.

The implementing partners are in close alignment with Taksvärkki. Taksvärkki’s role is to “support its partners in their quality human rights based youth work, especially from equality and sustainability perspectives.”

Common factors among the approaches employed by implementing partners

Besides the common programme framework of a youth-centred rights-based approach described by Taksvärkki in programme design in which all implementing partners are aligned with, LL found the following common factors among the partners based on a document review and from conversation with partners:

- A focus on children/youth living in socio-economically vulnerable contexts or at risk of discrimination.
- Projects designed using participatory approaches with communities and youth input.
- Project staff role modelling and personally engaged in context, serving as inspiration and contributing to a family/safe atmosphere.
- Facilitation so that youth themselves build connections with other stakeholders, and in some cases, youth independently and as networks relating to these stakeholders.
- Directly, and through youth, influencing policy change and decision maker practices.
- Provision of new knowledge and skills and connecting youth to sources of knowledge and skills.
- Supporting youth in their organisational capacity as groups - in practices, financial sustainability, as well as reflection, monitoring, action.

² Adapted from Taksvärkki’s programme document.

See Annex 6 documenting some of the organisations' expressed 'secret recipes' in achieving the sets of outcomes. These express some values and stances that are likely to have contributed to the sets of outcomes further explored in this report.

Implementing organisations and their aims/focus³

Table 2 provides an overview of each organisation with their unique contexts, aims or focus.

Table 2: Overview of organisation and aim

Organisation	Aims, main activities
ECCA (Nepal)	Supports student council activities and strengthens their cooperation with other actors to develop their own school environment and communities and promote equality. Clean water, hygiene and environment are common topics.
Barefeet Theatre (Zambia)	Improves the self-esteem of children and youth, training them in life-management and citizenship. They provide a support network for youth, focusing on the most vulnerable, such as girls, persons with disabilities and children and young people living on the streets.
CYECE (Malawi)	Empowers girls and young women aged 10-24, increasing their decision-making power in matters related to education, sexuality, and sexual and reproductive rights and health and eliminating harmful traditional and cultural practices.
Undugu (Kenya)	Promotes socio-economic empowerment of vulnerable children and youth living on the streets. Undugu supports transformation of existing grouping into responsible associations where individuals get support and learn skills for doing work.
CCYA (Sierra Leone)	Gives youth a stronger voice by developing their communities, promoting realisation of human rights and social inclusion, especially in matters of decision-making, education, integrity and livelihood. They aim to influence decision makers on youth, education, gender and disability issues at national level. The target areas has a lot of sexual violence.
PAMI (Guatemala)*	Inclusion and opportunities of young people, emphasising knowledge and skills related to human rights and civic engagement. They aim to see youth and adults working together to achieve the rights.
Associação Comunitária para o Desenvolvimento Humano (ASSCODECHA) (Mozambique)**	Supports youth's active participation and decision making of their communities, focusing on girls and young women, youth in need of remedial education, early school dropouts, youth with disabilities and youth with HIV who need treatment.

*See separate evaluation of PAMI. Some references to the separate evaluation are made in this report.

**The project in Mozambique has only recently started and is not part of this evaluation.

ECCA, Nepal's "secret recipe"

ECCA expressed what they believed was their combination of activities and approaches that enabled them to see the set of outcomes which have emerged as a result of their project

³ See taksvarkki.fi for a more complete overview of the implementing partners with links to the various organisations' own websites.

supported by Taksvärkki. It is included here as additional background before reading about the outcomes harvested in Nepal. Executive director, Yogendra, expressed:

"If you want to change, change yourself first." This is reflected in our approach to engaging ECCA stakeholders. We strive to make them feel like valued members of the ECCA family. They are actively involved in activities, planning, and monitoring at every step.

Over the past few years, we have encouraged them to develop and coordinate partners in local communities who can provide moral and financial support based on the needs of schools and children. As a result, stakeholders have witnessed a positive change in the local youth, students, and teachers, directly impacting their attitude and behavior. These partnerships with local communities have been instrumental in fostering positive changes in schools and local development.

ECCA learns, practices, and shares new knowledge and skills among different stakeholders, and replicates these practices in various ways, engaging different local stakeholders at every stage. In this project having Taksvarkki ry as a project partner, we got a chance to explore many new learnings that fit into the organisation's delivery of present needs."

Overview of Harvested Outcomes in Nepal

In total, 139 outcomes were part of the Outcome Harvesting process and became the main basis for the analysis of data. An example outcome statement, showing what the outcomes look like in the database, is included below:

Short Title	Outcome Description	Significance	Partner contribution
Local counsellors conducted orientation program on water purification in a place with great need. (NF-02)	During World Water Day 2024, ECCA counsellors of Jhapa held a one day “Water Purification and hand washing method” orientation program in Gwala Basti, Jhapa, where the villagers, SMC, School Administration, students, parents and Armed Police Forces (Border Outpost) actively participated.	The orientation program helped to reduce water borne diseases and those attending gained the knowledge about personal hygiene. Before participating in the orientation program, most villagers were unaware of the need for personal hygiene. After their participation at the event, the villagers started to practice personal hygiene and learn water purification methods.	ECCA built capacity of the ECCA Nepal counsellors of Jhapa to facilitate the orientation program where ECCA Nepal trained the counsellors in Jhapa, Morang, and Dhankuta.

Of these 139 outcomes, 93 outcomes had already been compiled by Taksvärkki and partners. 25 of these outcomes were substantiated during the field visits where evaluation participants raised the same outcomes or provided more details about the outcome. Given the strong affirmation of outcomes collected, LL chose to use the full set of 93 outcomes along with the 46 new outcomes collected during the field visits as a complete set for the analysis and sense-making processes. In this report, the number of outcomes or tags of outcomes are often written in parentheses.

Who changed

Each outcome was tagged by who the main actor was. Most outcomes were about active children and youth (77), whether child club members (62) or local counsellors (15). In meeting representatives from these actor categories, both male and female were equally represented and equally active and we saw a variety of ethnicities involved and working together.

An impressive number of outcomes described change in key stakeholders: 39 outcomes described changes in service providers and 25 outcomes were about changes in decision makers. The influence reached wider than this, which is shown by another 40 outcomes that were about others in the community. Table 3 shows the different categories used in the analysis of data, using the same colours for actor categories as in the program’s ToC: (youth, moral duty bearers, and formal duty bearers.) The table reveals strong engagement by youth and formal duty bearers. Among moral duty bearers, the project relies on teachers supporting the child clubs and this was evident also during the field visits. There are also some good connections with Civil Society Organisations (CSOs) who are engaged. There were some significant outcomes also among other moral duty bearers, but monitoring and evaluation practices may not have surfaced these in the same way.

Table 3: Type of actor category and number of outcomes in Nepal

Actor Type (ToC)	Definition	Total Nepal
Active youth	organised youth: child clubs and other project groups, including any organised youth influenced by the project. Also included Youth Associations directly supported by the project.	62
Active youth (Local Counsellors)	local youth counsellors	15
Youth in communities	Other youth	5
Parents		6
Teachers	Teachers as role models and supporters	10
Community members	Community members or other public. Also includes other project (non youth) target groups	4
CSOs, NGOs, associations, forums	Traditional and religious leaders	0
Community Structures	Community Structures (PTA, SMCs, safeguarding committees, VDCs, Mother Groups)	7
Community Structures	PTAs, SMCs, CSOs, associations (Not Youth Associations)	4
Decision Makers	Wards, municipalities, local government	25
Service Providers	Teachers, Health services, Police, child protection officers, other national level agencies.	39
Mix or same actor type from several locations working in a network	Networks, Agencies, Collaborations beyond village level (includes National level agencies for particular tasks)	4
	Total outcomes (not tagging)	139

The findings section in this report is structured by broad actor categories which correlate with the way that data was analysed during the sense-making session held in Dhankuta.

What changed

Table 4 shows the list of tags that emerged from the data in looking at the type of behaviour (verb) described in the outcome. To understand patterns and quantify the changes in behaviour, we used a qualitative process of ‘tagging’ or ‘coding’ outcomes. Table 4 starts by listing tags related mainly to **child/youth behaviour** (marked in orange) and relate to 114 outcomes. Youth action, collaboration, support and outreach in the communities were common types of outcomes.

The remaining other tags of outcomes (104) relate mainly to changes in adults/institutions. Resourcing (34) was a common type of new behaviour seen mainly among adults, although some clubs were involved in this. The tag “Yvoice” (8) could have either youth or adults as the main actor for the change, but in the Nepal data base all referred to adults giving the youth this space or opportunity.

The Findings sections describes the results of the analysis in further detail by actor category.

Table 4: Type of behaviour changed in outcome (Nepal)

Tag	Type of change	Total Nepal
Ytransformation	Individual transformation of child/youth behaviour	5
Yaction	Youth action to address an issue/advocate for an issue	28
YAcollaboration	Children/Youth and adults collaborating	26
YYcollaboration	Organised youth collaboration with other organised youth	1
YYsupport	Youth supporting other youth in own group or others in need	14
Youtreach	Youth reaching out into the community/environment/other school to address issues or raise awareness. Teaching and sharing with peers is included here.	31
Ygroupleadership	Group/club leadership skills and organisation among the youth, including role modelling inclusion	9
Yvoice	Youth being given roles/spaces or taking on new roles in community structures/decision making. This also includes giving youth a voice in decision making/feedback.	8
Asupport	Adult/decision makers' encouragement and participation in youth led activities	11
Resourcing	Institutions/others providing resources such as funds, scholarship, physical items, spaces or services.	34
Strengthbuilding	Institutions/others providing training or new opportunities, connections and capacities for youth. Can also be sharing information or building capacity for the purpose of supporting youth.	5
Aaction	Adult/decision makers' response to youth request or action to support children/youth (one time action, ongoing practices unknown)	5
Apractices	Adult's changed their own practices for the sake of youth (e.g. collaborating with other duty bearers, adopting child friendly practices, no longer allowing child marriages). (new long-term behaviour)	10
Policy	Declarations or new or changed rules, policies, bans, constitutions, etc	9
Recognition	Adults/decision makers' approval/participation/requests in project activities or making statements of support for project's youth/child-friendly approaches	9
AAcollaboration	Adults/service providers/decision makers/institutions collaborating with each other	13
	Total outcomes (not tagging)	139

Community issues/topics addressed

Through the project, the youth and adults involved in the project were engaged in addressing an impressively large variety of community issues or topics which is reflected also in the tagging by topic as listed in Table 5. The table shows who the main actors were in addressing the issue. While, as already mentioned, adults and youth have at large been equally engaged as actors toward project aims in Nepal, adults/institutions were more frequently tagged as actors in topics such as education and sustainability, while children/youth were more frequently tagged as main actors in outcomes about environment or health.

Table 5: Tagging by topic (Nepal)

Tag	Topic/Issue being addressed	Others Nepal	Youth Nepal	Total Nepal
Education	Education	25	9	34
Disability	Disability	5	4	9
Gender	Gender, including GBV	6	3	9
SRHR	Sexual and Reproductive Health (SRH), Sexual and Reproductive Health and Rights (SRHR), including Child Marriage, MHM	7	11	18
Environment	Climate/environment	7	17	24
Health	Health, hygiene	14	16	30
Drugs	Drugs, tobacco, alcohol, life on the “streets”	4	6	10
Child	Child Rights (child abuse, child voice). Also age discrimination	7	7	14
Sustainability	Group recognition, capacity, structures, finances and connections to sustain activities or purpose beyond the project	14	8	22
Transformation	Life transformation stories (Individual)	0	0	0
Other		2	2	4
X	Not applicable	4	5	9
	Total outcomes (not tagging)	70	69	139

The following “Findings” sections of this report describe the results of our analysis of the various types of tagging and coding that were done. We also used documentation, workshop processes and discussions to understand the data. The text is structured to explore themes under broad categories of actors (as organised for the sense-making session in Dhankuta), starting with the youth and then looking at other actors informing us of systems change in support of the youth:

- Local youth
- Local counsellors
- Schools
- Government
- Others

Each of these sections start by describing the main types of changes that are described in the outcomes for the actor category. We then explore the projects’ contribution to these outcomes: ECCA’s approach and activities.

Where did changes happen

The data contains outcomes from all 3 districts where the project works: Jhapa, Morang, and Dhankuta. Due to the availability of local youth serving as local youth counsellors and the field coordinator residing in Jhapa, more support could be given to child clubs and related actors in Jhapa. This is also where monitoring of outcomes could more easily take place. Annex 7 shows

analysis of outcomes data per school prior to the field visit, showing that knowledge about change is known more in some schools than in others.

Nepal Findings: Local Youth

Taksvärkki's Program Outcome 2 for Development Cooperation states "Skilled and capable youth have voice and decision-making power in creating equitable and sustainable communities with respect for diversity and human rights."

82 of ECCA's outcomes in the database are about children/youth as main actors among which 62 outcomes describe change in children organised in child clubs. The clubs supported by ECCA (often known as Nature Clubs), were connected to schools and could also be described as student councils. We start to describe the changes in child clubs as this actor is at the centre of ECCA's project efforts.

Description of the main changes in Child Clubs

Child Club action, support, and provision of resources

The outcomes describe child clubs taking **action** (23) on a wide variety of problems in the community, such as the lack of clean drinking water, mosquito-borne diseases, child marriage, child abuse, flooding, a student's house that had burnt down, use of tobacco and other drugs, and the lack of quality education. Some actions were more sustainability-focused: planting broom grass for sanitation at schools, planting coffee saplings, and requesting to be able to go to trainings. Outcomes were also tagged to indicate instances of child clubs practically **supporting** (12) other child/youth in child-related needs. The following two outcomes are examples of child club action and support:



Child club members in Thani planted and tagged plants in the school garden.

Short Title	Outcome Description	Significance	ECCA's contribution
Child club reported and stopped 2 cases of child marriage with the police. (NF-08)	In 2019 and 2023, the child club in Dhulabari Secondary School in Jhapa reported and stopped 2 cases of child marriage with the help of local police.	Parents are afraid of legal actions in regard to child marriage.	Every year since 2016, ECCA conducted different kinds of trainings (documentary shows, sessions about child marriage) to make children aware of child marriage.

Child club members and teachers visited homes of absentee students. (NF-28)	In 2024, teachers and students at Sishu Sachhyar school in Kharedangi, Jhapa, visited the houses of absentee students and during the home visits they taught parents to send their children to school regularly.	Today those absentees are present in school. The child club member said, "it helps students to create a good future". Parents wanted their children to be working at home. This connection between children and communities is new.	Child Club members learned about leadership skills during child club leadership training provided by ECCA.
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Interestingly, child clubs took it on themselves to provide **resources** (10) or connect with others to provide resources. They provided sanitary pads for women, funds for children facing difficult circumstances (health, emergencies), and supplies for a handwashing and dental hygiene demonstration and for trainings they had with children. They also established some long-term funding sources: planting coffee saplings and betel nut for income generation and for greenery and a fund to provide scholarships for children with needs.

Child Club outreach

Child clubs informed their peers and reached beyond their own groups in various forms of **outreach** (14), teaching them, raising awareness and creatively campaigning in different ways. Topics included Menstrual Hygiene Management (MHM), Mosquito Larva Monitoring/dengue, child marriage, anti-drugs, and health among others.

Short Title	Outcome Description	Significance	ECCA's contribution
Child Club worked with the police for dengue awareness (NY23058)	As dengue fever cases were increasing in Nepal, the child club of Amity Public School, Jhapa coordinated with Nepal Police's "Community-police partnership program" to organize a dengue Awareness Program for the community people of ward no. 6 of Mechinagar Municipality on 11th August, 2023 where they explained the various causes of dengue fever and protective measures to avoid it. They also demonstrated Mosquito Habitat Mapper observations under GLOBE program to geolocate and identify mosquito larvae. Around 50 community people were gathered during the program. The authorities of Nepal Police also conducted orientation on drug abuse during the program. Local levels, community, social organizations and schools are the major partners of community-police partnership program.	This kind of cooperation with Nepal Police will help to promote partnership and cooperation between child club and police for common objectives in an integrated manner. Amity Nature Club has been playing an important role in community awareness and youth upliftment.	ECCA has been involving the project schools in GLOBE program since a long time. Amity Public School is one of the most active schools in GLOBE program and they have been doing various research program on Mosquito Study and Dengue prevention is also one of their major activity.

Child Club collaboration

ECCA's approach has inspired and enabled child clubs to engage in **collaboration** (15) with service providers, community structures, and others with the ability to support. The outcome above describing the outreach on dengue awareness is an example of youth-adult collaboration with the police. The child clubs also collaborated with teachers, school administrators, School Management Committees (SMC), ward representatives, the AMDA Institute of Health Science in Jhapa, the Health Department of Buddhashanti Rural Municipality-5, Smriti Pratisthan Nepal (a rehabilitation center), along with parents and local community members. We also have one example of children/youth collaborating with the local counsellors to educate mothers about Menstrual Health Management.

Child Club members' transformation, leadership skills and abilities to influence

The actions and collaborations led by the child clubs could not have taken place without transformation of child club members and new leadership skills of child club leaders as part of the change process. Outcomes describe personal **transformation** (3) of child club members in the use of proper waste management and in behaving gently with children living with disabilities, aligning their own behaviour with the messages that they share with others.

Short Title	Outcome Description	Significance	ECCA's contribution
Child club started to behave gently towards persons with disability. (NF-11)	Since 2022, Derauli Smirti child club at Derauli Secondary School in Dhankuta, started to behave gently with persons with disability and helped them.	Before, school students used to tease and humiliate the students with disabilities. Now students are trying to create an inclusive school environment for students with disabilities.	Since 2022, ECCA has been providing (conducting) sessions on disabilities and dignified representation of persons with disabilities at school and in community.

Outcomes describing new **leadership** (6) skills among child clubs show them organising work division, establishing strategies for sharing knowledge and handing over responsibilities in child clubs, developing team culture and, at least in one location, leading extra curricular activities at school.

Within the evaluation time frame and scope, we did not meet with children outside of the child clubs in focus group discussions to learn about their perceptions and involvement. Four outcomes, however, describe behaviour of children who are not members of child clubs and indicate that child club actions and outreaches have inspired others more widely to take part. For example, youth in Ram Secondary School in Dhankuta took part in building structures to prevent floods from entering school premises and children in Shishu Sachhyar Basic School in Jhapa tagged plants in the school garden. Except for comments on girls coming to school during their periods, wider impact on children in school and out of school have not been explored in this evaluation.

In order to widen the impact of child clubs, we learned that the school leadership in Derauli school in Dhankuta formed "Class management committees" in grade 6-10 comprising of 5 to 7 students including child club representatives with the aim of creating a platform for the students who are not in the child club executive committee to develop their leadership skills and for child club executive members to help their peers.

Another way that child club members influence beyond their groups and their schools is through a **network** (2) of child clubs. Outcome NY22158 describes the involvement of project supported child clubs in their ward level Child Club Network *Fakshib Samabesi Child Club* and quiz competition. This child club in Ward No. 4 of Sangurigadi Rural Municipality in Dhankuta also took responsibility to collect data of children with disabilities, coordinating with local government to provide them with available facilities.

Description of the main changes in Local Youth Counsellors

There are 19-20 local counsellors in the project currently serving as volunteers and the local counsellors are involved as actors in 13 outcomes. These outcomes describe how local youth counsellors functioned as role models and motivators. The current group of local counsellors from diverse ethnic backgrounds ('castes') have created an atmosphere of inclusion where

youth with disabilities have become part of the group and new local counsellors have been accepted as equals. In the project period, the local counsellors took increased responsibility for their geographical areas. As highlighted in outcome NY23050, in 2023, the local counsellors independently conducted “Counsellor Training Camp-From Youth to Youth” for 15 youths residing around the project schools from Jhapa and Morang.

Local counsellors have supported child clubs and their connections with others in the geographical area to address community issues. Their reach is beyond the connection and support systems among project youth; they have organised awareness programmes in collaboration with others in society (CSO, police, and other institutions) and proposed action to be taken where needed by those in power. The following outcomes show examples of youth local counsellors’ initiatives for change:

Short Title	Outcome Description	Significance	ECCA's contribution
Upon invitation, local youth counsellors oriented a neighbouring school on disability issues and rights. (NO23047) (Substantiated during field visit)	The orientation program was conducted at Living Foundation English Academy, a neighboring school of the project schools from Jhapa. The local youth counselors were invited by the school to orient their students, parents and community people on disability issues prioritizing disability inclusion and the protection and promotion of the rights of the persons with disabilities.	Youth counselors are encouraged to share what they know about disability with others instead of just confining it in project schools. One of the youth counselors is also a person with physical disability and he also conducted a session during the program. It was a first experience for all the participants regarding disability learning so the program was very fruitful. The school thanked the team of local youth counsellors.	Youth counselors have attended the sessions on disability during the trainings conducted by ECCA and ECCA also facilitated resource materials to the team for the preparation of their respective sessions.

<p>Local counsellors reached out to a marginalised community to teach about water and hygiene, coordinating with local police. (NY24003)</p>	<p>The team of youth counselors of the Jhapa district organized a community outreach program to mark World Water Day 2024 on 22nd March at a very marginalized community known as Gwala Basti, or “Mechi Pari ko Gaun”, which means village across the Mechi River (the river which separates Nepal from India). During the rainy season, Gwala Basti turns into an island for about 5 months every year and is cut off from the rest of the district and the villagers are left with no option but to make a risky crossing of the river using boats or depend upon India for livelihoods. Gwala Basti is geographically situated in Mechinagar Municipality where 5 of our project schools are also located and the majority of the people are from indigenous and Dalit communities. The youth counsellors carried out different activities, highlighting the wise use of water along with its interconnection with other aspects of life such as sanitation and hygiene. Orientation was provided on conservation of water resources, water purification methods and hand hygiene with practical demonstration. A cleanliness program was also conducted in the school and its surrounding community. As it is situated on the Nepal-India border, coordination was done with the Armed Police Force Nepal, community leader and the local school (Shree Mechi Primary School) for the venue. 5 police personnel, a community leader, the president of the school management committee and a school teacher also participated actively during the program.</p>	<p>The program was new for the community and the stakeholders thanked the youth team. The youth team plans to work together with the project school further to address the situation of Gwala Basti along with other communities around the project schools by coordinating with child clubs. The initiation of local youth can bring more sustainable outcomes which can go long even after the phase out of the project. They will be capable of doing things on their own from the very beginning to the end. They will be able to identify the different stakeholders to partner up for future programs.</p>	<p>The action plan was prepared by the local youth counselors during the Counselor Training Camp organized by the youth counselors of Jhapa. The program was also funded by the project.</p>
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Conclusions and what contributed to the change about local youth

Skilled and capable local youth of project schools in the districts of Jhapa, Morang, and Dhankuta of Eastern Nepal, including youth with disabilities and from marginalised communities, have become key players for the benefit of their schools and their communities. At the centre of the project, **child clubs** have taken action on issues that they have identified in their communities and they have supported other children and youth in need. Functioning well as groups, they organised events, reached out to the wider community, and collaborated with school actors as well as others in power or with resources. Children are making their voices heard, representing other children and the needs of their schools. Some child club members are also representatives in a ward level child club network. During the sense-



During the visits to school, child clubs wrote down about any changes in children and any other people that they knew about. Here the Lokendra listened to which ones that the child clubs felt were the most significant.

making workshop with representatives from all three districts, participants, particularly from Jhapa and Dhankuta, emphasised the importance of the child clubs leadership and communication skills which enabled them to work effectively as a group.

Local youth counsellors from Jhapa, who in their roles also reach out to the other two districts, serve as role models for the child clubs but have their own drive and initiatives for change. Moving across communities they have potential to support, mobilise and network between schools. During the evaluation, two local youth counsellors were part of the team and took important roles in collecting outcomes and facilitating processes during group discussions. In the sense-making workshop, participants recognised a change in attitude among local counsellors and, even the participants from Dhankuta, emphasised the importance of local youth counsellors' cooperation and coordination, how they had given everyone a role and achieved things that would otherwise have been impossible.

ECCA **contributed** to the outcomes through building the capacities of youth and child club members in their activities and creating a positive atmosphere. Sense-making workshop participants explained that ECCA had taught about social inclusion and prioritised marginalised groups. The ECCA camps provided inclusive environments helping the child club members to realise the importance of different ethnicities. Training sessions focused on various topics affecting the life of the youth, such as health, menstrual hygiene management, WASH, sanitation and waste management, child protection and rights, gender issues, disability inclusion, equity, nature, school gardening, and income generation, mixing theory and practical exercises.

For outreach activities, ECCA has provided facilitation of action plans during ECCA camps, guidance, materials and sometimes financial support. The project supported groups in their organisational capacities and sustainability: identification of children's problems, leadership, cooperation and effective work division, proposal writing, fund collection, resource management ideas, as well as discussing ideas for how to hand over responsibilities to child club members taking on new responsibilities. The continuous support from ECCA through trainings was mentioned in several outcomes as important.



Local counsellors competently facilitated group discussion during the sense-making workshop

ECCA has provided connections with other youth across the country, for example in the ECCA conference and by providing the platform for participation in the Global Learning and Observations to Benefit the Environment (GLOBE) program.

For the capacity of the local counsellors, ECCA trained a group of local counsellors to hold the counsellors training camp where local counsellors themselves held the training. In these trainings, ECCA provided opportunities for the Local Counsellors to design programs. Sense-

making participants felt that the financial support for local counsellors enabled the counsellors to cooperate with the various actors.

ECCA has also directly influenced the support system around the youth which will be written about in the next sections. Among them, teachers, and particularly “Nature Club” teachers have been actors closely connected to the child clubs. At the ECCA training camp, the child club members started building relationships with SMC members and teachers with a common purpose.

Surprises, ideas and challenges

The child clubs that we visited seemed to function well and had established important connections in their own communities, but there may be ways to further strengthen connections *between* groups. While local counsellors have close contact with clubs in their own district of Jhapa and have great capacity for monitoring and support, the clubs in Morang and Dhankuta, with the current set-up, do not get the same support.

LL was surprised by the level of engagement that child clubs had in their communities. Local counsellors now have the capacity to monitor outcome changes and can help to inspire other clubs and youth across locations.

Nepal Findings: Formal duty bearers

Taksvärkki's Program Outcome 1 for Development Cooperation states: "Responsible formal duty-bearers make decisions and provide services based on human rights, consider, involve and give space to diverse groups representation (e.g. children, youth, people with disabilities and ethnic groups) in the decision-making processes in a meaningful way."

Closest to the child club are the teachers and other school actors who have supported and worked with the child clubs. In this section we first describe ways that the school actors have played a role. We then explore changes in other service providers and finally, in decision makers.

Description of the main changes in School Actors

37 outcomes describe changes among school actors. As the evaluation team met the school actors, the division of roles between school actors were clear but their joint efforts for and with children/youth (outcomes) were often a collaboration of school actors in decision making roles and in service provision. This section includes school actors such as teachers, principals, school administrators, SMCs, PTAs. While SMCs (with local leaders and wards represented in these) can be seen as decisions makers, the close collaboration at school level makes it more reasonable to categorise them under a "school actor" category. Changes in SMCs are therefore included in this section, while changes in community development committees, wards and municipalities independent of the SMC are included in a separate section under decision makers.

Teachers who can be seen as moral duty bearers are also included in this section, for the reason that school actors mainly worked together, in their different roles. There are only five outcomes about teachers specifically. Nature club teachers have formally been the club's allies and their support is seen as vital but not new/changes.

School actors recognised, supported and collaborated with children/youth.

The outcomes about school actors describe the central role that they take in **supporting** (7) the child clubs. They have invited ward presidents and local school counsellors to orientate a neighbouring school on disability issues and rights (NO23047). They have participated in youth events, shared their views, and endorsed important topics being raised. They have even boldly brought up topics that go against cultural norms. In a context where there is little understanding about the LGBTQ+ community, a child club teacher opened discussion on sexual diversity of students at a secondary school (NO22085).

Practically, teachers and other actors in school **collaborated with the children/youth** (6) in various ways. For example, in collaboration with youth, they coordinated with the AMDA Institute of Health Science of Jhapa institute to organise a School Health Education program (NO22084) and coordinated with the Nepal police regarding a rally on child marriage (NO23043). The child club teacher in Shree Thani Basic School in Dhankuta helped to prepare the script for a role-play on Menstrual Hygiene Management (MHM) performed by the child club (NO23052).

On a wider level, school actors are **recognising** (3) the efforts of the child clubs; for example, school actors and the Social Development Ministry of Nepal awarded Shree Dhulabari Secondary school as a model school and shared with others about the child club’s successful collaboration (NO22070). In Jhapa, the Education Department of Mechinagar Municipality came for a monitoring visit (NO22053). This was not expected, since, without invitation and remuneration from an organisation like ECCA, governmental bodies rarely make such official visits.

School actors built connections and provided opportunities for youth

In a tag called **“strength building”** (3) we have marked outcomes where institutions/others provided training or new opportunities, connections and capacities for youth. They could also be sharing information or building capacity for the purpose of supporting youth. The following outcome statement is one example of how school administrators built strength or capacity of students, seeing their potential capacity to influence society at large:

Short Title	Outcome Description	Significance	Partner contribution
School administration organized and trained students on voting process (NO22077) (Substantiated during evaluation process)	The School Administration of Shree Shishu Sachhyar Basic School, Jhapa organized a demonstration of the voting process in the local election of Nepal to provide students with knowledge, skills, information, and motivation regarding the electoral process.	The students can be a medium to engage their parents/elders in the election with effective voter education as there was a high percentage of invalid votes in earlier local election of Nepal.	After attending the various trainings from ECCA, the child club teachers are getting new ideas and initiatives for practical teaching at school.

Another form of opportunity is when youth were given spaces or roles in community structures or decision making. One example of youth **voices** (2) being heard is how school administration at Shikshya Bikash Secondary School in Morang district invited child club members to a School Improvement Plan (SIP) workshop along with other adult stakeholders (NO22059). At the Kavisiromani Secondary School in Jhapa on National Children’s Day, the school invited the Child Club President as a panelist in a discussion on child rights (NO23042).

School actors used **policy** (2) to ensure continued voice. In Saraswoti Secondary School in Jhapa, school stakeholders created a constitution for the child club so that it would become an established part of the school structure (NO22065). Also in Amity Public School, at the end of 2020, the school changed their policy to include students in the school administration, requiring one boy and one girl from among the child club members. This continues to be in practice in 2024 and students have been able to express themselves and be part of finding solutions in those forums (NF34).

An impressive list of outcomes describe school actors **providing resources** (13) benefiting the children/youth or helping children to access resources available at government institutions. Examples of resources include: non-reusable and reusable sanitary pads (NO22057, NO23052), school bus services (NO22066), free eye check ups (NO22064), and educational trust funds and scholarships for students (NO22063, NO22067, NO22069, NO22079, NO22080, NF37). Most project schools are enrolling children with disabilities and help these students to access facilities provided by the government (NO22068). In Deurali secondary school, a teacher also took on the role of writing proposals and teaching others to write proposals requesting for resources (NF30).

School actors changed their own practices and collaborated with other adults/institutions

School actors changed their own **practices** (4) of including child clubs and supporting their efforts.

Collaboration (12) with other adults and institutions show a variety of stakeholders which have engaged for the benefit of the children, making the child clubs less dependent on ECCA's financial support. Examples of who school actors connected with:

- Kamal Rural municipality in Jhapa for school buses for students living far from school (NO22066)
- Letang Advance Health Care for free eye check ups for students (NO22064)
- Gorkha Welfare Trust and different cooperatives for various hardware programs and a school trust fund (NO22067)
- local governmental bodies to access the facilities for students with disabilities being provided by the government (NO22068)
- Mechinagar Saving and Credit Co-operative Limited and Marwadi Women Forum for various hardware and software programs at school (NO22079)
- Banks and Cooperatives in Jhapa for scholarships, game materials support, and dress support for the students (NO22080)
- Letang Jaycees to conduct a health camp (NO22081)
- Biratnagar Eye Hospital to organise an eye check-up camp (NO22082)
- AMDA Institute of Health Science in Jhapa to facilitated sessions on adolescent health, menstruation and menstrual hygiene (NO22084)
- School Management Committee for “student of the month” awards at Shishu Sachhyar Basic School (NF35)
- Ward President of Mechinagar Municipality-6 in Jhapa for participation in child club activities (NO22054).
- Division Forest Office for funding plant saplings at school and essay competition (NF36)



Children walking from one of the project schools. School bus services was one of the resources that school actors were able to address. (Photo credit: Veera Blomster)

Description of the main changes in other service providers

In addition to the school actors, other service providers and government agencies were mobilised by the project and took action or collaborated with child club outreaches and initiatives. Some have already been listed in the collaboration examples with school actors above. Other examples, all from Jhapa except from one in Dhankuta, include

- The police involvement in Earth Day rally organised by the Child Club of Amity Public School and local youth counsellors (NO22054);
- Police performed street drama with child clubs for Anti-Drug Awareness (NO23044);
- The Nepal Police organised an Awareness Program on Drug Abuse in Jhapa (NO23053)
- The Drinking Water Office responding directly to the report on insect larvae found in drinking water from Saraswoti Secondary School's child clubs (NO22056)
- The Police Assistant Head Constable sharing information at Dhulabari Secondary School on violence against women along with laws that provide services and support for the victims of violence (NO22062).
- The Division Forest Office funded plant saplings at school and essay competition in Dhankuta (NF36).

Description of the main changes in Decision Makers

25 outcomes about decision makers describe changes in wards and municipalities in several different locations.

Starting with some examples of how their **relationship** with child clubs in **Dhankuta** were strengthened, Ward 4 of Sangurigadi Rural Municipality formed a Ward Level Child Club Network (NO22050), invited them twice for meetings (NO22051); and gave them responsibility to collect data on children with disabilities for provision of facilities (NO22052). The mayor of Dhankuta municipality also organised a space for dialogue ("Children with Mayor" program) with child club representatives on issues related to schooling (NO22072).

Financially, local government in Dhankuta took initiatives to support youth. To support school financial management, Ward 7 of Dhankuta Municipality contributed Rs. 500,000 to Shree Deurali Secondary School, where Rs. 450,000 was allocated for the salary of government-unaided teachers based on the labor act of Nepal (NO22071). At the more individual level, Sangurigadi Rural Municipality provided Rs. 6000 per year to a 16 years old girl with an intellectual disability studying in grade 6 of Shree Ram Secondary School in Dhankuta (NO22073).

Reaching out to the public, local government in Dhankuta also got involved: A ward president and SMC/PTA actively participated in a performance on child abuse organised by the child club at Thani Basic School (NO22058).

In **Jhapa**, ward level officials from several wards showed support by **attending** and participating in events such as the Capacity Building Training of Child Clubs (NO22083), the Earth Day Awareness Rally (NO22054) and the World Water Day awareness program (NO23050).

Some changes in local government **practices** are now evident, where relationships with children are built. As in Dhankuta, Ward 7 of Kamal Rural Municipality in Jhapa has formed a ward level child club network and conducted capacity-building training for the representatives of the child club (NO23048); the ward also financially supported this network's dance activities (NO23049).

Also in Jhapa, decision makers took **action** in response to child club requests and **collaborated** with children and others. Kamal Rural Municipality declared itself as Child-friendly Municipality and financially supported a child club for an art competition and dance competition

which they had requested (NO22055). In the same area, they have been putting to practice child friendly approaches in decision making and integrating child participation (NO22076). Also in the same municipality, upon the urgent request of the child club in Saraswoti Secondary School, ward representatives from Kamal Rural Municipality-7 brought together various stakeholders to address the needs of a student who had been brutally abused by a relative (NO22060).

Upon receiving a child club's request to ban production, sale and consumption of tobacco within 100 meters of the school's premise, Ward 10 of Mechinagar Municipality, the ward office issued a public notice about the ban on the same day (NO23040).

At a more local level, recognising the child club expertise, Namuna Community Development Committee invited the child club of Amity Public School to demonstrate production of chlorine solution (WATASOL) and to orient the Mosquito Larva Monitoring program to prevent Dengue and Encephalitis.(NO22078)

With broad implications on education **finances**, Mechinagar Municipality decided to increase the budget to focus on interventions in the education system. Now, 20% of the total budget will be allocated to the education sector in Mechinagar Municipality; earlier it used to be 10-12% (NO22075).

In **Morang**, Letang Municipality organised a **meeting** between the Deputy Mayor and female child club members (NO22074), supported two project schools with **financial** grants to enhance quality education (NO23054), and in ward 5 (similarly to Dhankuta) organised the "Children with Mayor" program where they supported needy students and monitored the schools (NO23055, NO23056)

Conclusions and what contributed to the change in formal duty bearers

A surprising variety of formal duty bearers became actors in support of youth through the ECCA project in the three districts. In close connection to the child clubs, 37 outcomes about school actors (teachers, school administration, SMCs, PTAs and education offices) recognised the significance and capacity of the child clubs, supported them practically and collaborated with children/youth. School actors thought long-term about the child clubs and built connections, provided opportunities and provided resources for the children, often in collaboration with government and other institutions. Some significant outcomes in this area gave youth unprecedented space for meaningful participation and created policy to ensure that this would stay in practice. 16 outcomes describe how school actors have changed their own practices and started connecting with other organisations and institutions for youth support. In the sense-making workshop, participants from Morang expressed the significance of school actors supporting community awareness of WASH through trainings and workshops.

While there is a variety of non-school related service providers supporting youth action within health, water, forest and security, the police in Jhapa stand out as collaborating with the child clubs and local youth counsellors in several of the youth efforts to reach community on important issues such as violence and drugs.

25 outcomes describe behavioural change among decision makers at the level of ward and municipality in the three project districts. In all three districts, efforts were made to support child club efforts, build relationships with children and child clubs, give them spaces to participate and influence decision making processes, and provide financial grants. Several long term decisions were made: policy support to ban the sale of tobacco in one ward, the formation of ward level child club networks in Jhapa and Dhankuta, and budget revisions to increase the allocation for education. In the sense-making workshop, participants from Morang saw the significance of the local governments now collaborating with child clubs in various programs. They felt that the child clubs' coordination with local government was orientated around seeing results, developed important connections, and was effective!

ECCA's approach of inviting formal duty bearers to camps and trainings, provides a foundation of knowledge on child rights principals as well as specific relevant topics. It also fosters positive relationships between adults and child clubs and gives an awareness of the children's action plans which they can understand and follow up on. The capacity of the children/youth has also motivated the formal duty bearers to get involved. ECCA staff have encouraged child clubs and school actors to build relationships with decision makers and those who can support financial sustainability. The representation of ward officials in the SMCs is an important link between ECCA project efforts and the local government. ECCA has also conducted trainings focused specifically on strategic planning, leadership and financial sustainability for school-related stakeholders. The continuous support for both hardware and software program support from ECCA has also been important.

Nepal Findings: Civil Society Actors and others in community

Taksvärkki's Program Outcome 3 for Development Cooperation states "Active local civil society actors (including local CSOs, youth, community structures, parents) support the participation of youth and network to advocate and claim for human rights (especially child and youth rights, disabled people's rights and gender equality)."

Description of the main changes

Parents/family members supported their children/youth and the topics that the clubs were raising

With potentially a strong influence on children, changes among parents/family members can open or close opportunities for the child clubs and their members. Three outcomes describe general positive changes in parents:

- During Earth Day Awareness Rally organised by the child club of of Amity Public School, parents participated actively during the event (NO22054);
- Parents joined the 5th day of the capacity building training of child clubs where the children presented their learnings (NO22083). Children represented seven schools at this training; and
- Families connected to Shishu Sachhyar Basic School started to provide and use dustbins in their homes, separating bio-degradable and non-degradable waste (NF40).

Another three outcomes describe specific changes in mothers:

- In 2022, at Dhankuta, a mother learned about a learning platform for persons with disability and sent her child to Deurali secondary school. She learnt about the facilities being provided by the Nepal government through the child club (NF45).
- A mother connected to Amity school expressed her opinion that fathers should be invited to Menstrual Hygiene Management (MHM), showing a change in how outspoken the mother groups now are and how willing they are to talk about MHM (NF42).

The third outcome describes what seems to be a change in mindset around MHM:

Short Title	Outcome Description	Significance	Partner contribution
A mother expressed acceptance and concern about sanitary pads (NF42)	In an orientation program on menstrual hygiene management on August 21, 2023, in Kavisromani school, one mother expressed acceptance of the sanitary pads. She said to all participants in the program (parents, students, local counsellors, and teachers) that it's OK that the girls use sanitary pads, but that they are throwing them away in wrong places.	In the past, in the orientation meeting in 2019, this same mother group expressed that they had their own rules on menstruation that the girls needed to follow and that they did not want to use sanitary pads. Culturally, girls during menstruation should not cook, workshop, or go to work.	At the ECCA camps and in the child clubs, ECCA's local counsellors taught about menstrual hygiene management. Parents from mother groups joined the orientation program in 2019.

Civil Society Organisations joined hands with the children and youth supported by ECCA

Outcomes among civil society organisations (5) are found only in Jhapa and show examples of collaboration on youth-led outreach, but also support to child club action and recognition of expertise among child club and local youth counsellors:

- When the child club at Shree Saraswoti Secondary School in Jhapa took action on a child abuse case, the community improvement committee joined efforts to reach agreements and support the child (NO22060).
- A local organisation, Smriti Pratisthan Nepal (a rehabilitation center) supported with Rs. 5000 for the street Drama for Anti-Drug Awareness performed by local youth counsellors, students and the police (NO23044).
- KIN Nepal (an organization which provides shelter, reintegration and rescue services to women and girls who have been trafficked) worked with the Local Youth Counsellors and the police to conduct an awareness program on Gender-Based violence and human trafficking (NO23045).
- During mid-2023, the rehabilitation centre started to plan for the use of street drama in Mechinagar municipality and expressed that they want to learn from the street drama concept (NF38).

Wider impact on community

During the evaluation, we heard some mentions of change in Dhankuta district where community members had been influenced by the child clubs and:

- started separating waste biodegradable and non-degradable waste and dug a pit to dispose degradable waste in order to prepare compost manure (NF39);
- filled the water potholes and other open water reserves to destroy the sources of mosquito larvae (NF41);
- made a verbal commitment to stop child marriage when gathered at the school (NF46)

One outcome example was very concrete, describing the change in very specific community members - shopkeepers in the vicinity of Deurali secondary school in Dhankuta as a result of child club engagement on the issue of tobacco:

Short Title	Outcome Description	Significance	Partner contribution
Shopkeepers stopped showcasing tobacco, alcohol and chewing tobacco (NF17)	At the end of 2023, shopkeepers near the school stopped showcasing tobacco, alcohol, and chewing tobacco to school children.	Minor aged students are not getting direct exposure to tobacco and alcohol. It shows that the community has respect for the child clubs.	According to the Nature Club's action plan, they are doing these activities with the help of different school stakeholders. ECCA facilitated the action plans in ECCA camps. Since 2016, ECCA has provided different kinds of training regarding anti-tobacco and hygiene and health in capacity building training for the school clubs.

Conclusions and what contributed to the change in civil society actors and community members

Parents/family members supported their children/youth and the topics that the clubs were raising in regard to the environment, health, and disability inclusion. Most of these outcomes were collected during the evaluation process where school actors, local youth counsellors or child club members shared their knowledge of change in others, not specifically asking about parents or family members.

In Jhapa, civil society organisations joined hands with the children and youth. They collaborated on youth-led outreach, but also supported child club action to address specific issues and recognised the expertise among child club and local youth counsellors. It was surprising to see no outcomes about civil society organisations or other community structures taking an active role in Dhankuta or in Morang. This may be because of the lack of local youth counsellors who can engage them and follow up to learn about outcomes on a regular basis.

In Dhankuta district, we heard about community members changing their behaviour in regard to the environment, on health issues and in the case of a shopkeeper, they stopped showcasing tobacco, alcohol and chewing tobacco. In all districts, child clubs and local youth counsellors had worked to see community members gain awareness on relevant topics. Outcome Harvesting is not a tool for exploring change in knowledge on a topic, but the process has helped us to capture some of the changes that may be a result of the knowledge gained. Of importance for communities to actually change behaviour, are policy and changes in relationships which we have also seen evidence of. Representation of adult community members in SMCs and PTAs also gives them opportunities to see children in child clubs competently reflecting and acting on important community issues.

The project staff and key stakeholders emphasised ECCA's continuous support of child clubs as a reason for attracting parents to the events. At several occasions during the evaluation, participants in the evaluation process contributed changes in parents and community to the knowledge and actions of the child clubs and youth, as well as the respectful relationships that had been built between children and adults. The project also planned for direct opportunities to influence parents and mother groups at camps and in orientation programs.

Conclusions and suggestions for ECCA Nepal

ECCA has over the last 8 years, taken intentional steps to change their approach so that project stakeholders (boundary partners) themselves would take increased responsibility for change in their contexts. ECCA staff described how the Outcome Mapping and Outcome Harvesting tools have been a support to this shift in thinking and working. Whereas schools used to only be interested in supplies, they now see themselves as actors in their local contexts.

ECCA staff and the local counsellors expressed that the **evaluation process** has continued their learning journey. Outcome Harvesting steps became clearer and the process made them more confident in their ability to harvest outcomes and write up clear and concrete outcome statements. Even teachers were surprised to see the capacity of the local counsellors. During the sense-making workshop, participants eagerly took notes on outcomes and activities that were taking place in other locations. Their analysis and conclusions have supported the writing of this report and can be found in Annex 8 and 9.

The existing database that both Taksvärkki and ECCA staff had contributed to, served as an invaluable starting point which, thanks to the whole evaluation team, has been affirmed and extended throughout the evaluation process.

A few **key concluding points** were evident in the data and are in line with conclusions made by sense-making workshop participants:

- ECCA has inspired and equipped child clubs and local youth counsellors to 1) function as **groups**; 2) collaborate with formal duty bearers; and 3) take lead in addressing issues in their community and in the environment prioritised by the children/youth themselves. Through this, new generations are equipped to engage as caring and problem-solving citizens while creating structures for continued meaningful youth participation.
- While **local youth counsellors** in Jhapa are meaningfully connected with other counsellors and expertise through ECCA, they independently coordinate and train children/youth, building local capacity. This is a foundation for further local and youth-led monitoring and visionary leadership in East Nepal and needs extensions/connections in Dhankuta and Morang. There are some examples of wider impact through ward level child



Participants were actively involved in the sense-making discussion representing 9 of the 16 schools and the key boundary partners of ECCA's project. The photo was taken before the group discussions started!

club networks and collaboration between groups which local youth counsellors can support.

- At the same time, ECCA has inspired and supported **school stakeholders and other duty bearers** to gain knowledge and experience about child rights and other relevant social and environmental issues, to take their responsibility and to work with the organised children/youth. Duty bearers' joint efforts with child clubs and local counsellors have reached results - in gaining funds for student needs, taking action, and reaching out to the communities. Duty bearers' own connection to funding and partners increases the sustainability of the child club efforts.
- Some outcomes show **community impact**, mindset changes, and that parents and others are listening to the children (regarding schooling of children with disabilities, child marriage, waste disposal, menstrual hygiene, and the sale of tobacco and alcohol), indicating that there may be shifts in cultural norms and practices.

The following recommendations were mostly developed together with the core evaluation team and discussed with ECCA project staff in Kathmandu and with Taksvärkki in a separate sense-making session in Kathmandu. Moving forward, Learning Loop suggests that ECCA and Taksvärkki discuss how to continue with their strong approach and use the following ideas, if relevant, in future programming/ECCA project. Recommendations start at school level and are not written in order of importance or urgency.

1. **Continue with the school - community connections and scale up the approach!**
There is an excitement about this connection in project locations, with child clubs taking the lead on collaboration. The approach strengthens relationships and addresses community issues effectively. Child clubs could benefit from learning more about changes in the community as a result of their efforts.
2. **Celebrate and build on the diversity and the differences in expression of students' own traditions/culture/religion/no religion, being aware that minorities may need intentional support to differ.** The ECCA project's team culture has already reached marginalised ethnic groups, persons with disabilities, intentionally reaching out to those in need. This culture is being passed on between "batches" of local counsellors and child clubs and among others involved. In schools, it is good to remember that world views of dominant cultures commonly dominate due to majority cultures setting the rules. Therefore, an awareness of whose voice is not heard, always needs special attention.⁴
3. **Build on the new capacity of local youth counsellors to adapt processes/tools for monitoring, which can support decision making closer to the schools.** There is a lack of outcomes or awareness of outcomes and possibly, a lack of project support, in some school locations. At the same time, there is now capacity in seeing and writing outcomes among Local Counsellors which can increase documentation of outcomes by local counsellors and those that they work with.

⁴ While outcomes show strength in youth making local priorities, LL could observe majority culture practices that minorities may struggle with. A small example is the instalment of an education goddess in school, which muslim minorities in that school may find difficult to relate to and where they may need support to not feel pressure to pray to.

4. **Consider a more intentional collaboration at ward level where skilled nature club teachers could be taking an increased role for networking.** Among the three districts, the project only has local counsellors in Jhapa and this is where community structures and civil society was engaged. The outcomes reveal few connections between project schools and other schools. The role of the local counsellors in coordinating and supporting child clubs, school actors and to other communities was affirmed by sense-making workshop participants. LL was informed that efforts to find local youth counsellors have failed in Morang and Jhapa. As an alternative, teachers can be considered. They have relatively long-term roles, have been equipped by ECCA and have experience supporting child club activities. They were mentioned in sense-making sessions as possibly being able to take on a new networking role.⁵ These selected teachers could work with representatives from schools at ward level or ward level child club networks to monitor outcomes and activities, map out issues and actors, analyse, reflect, support youth decision making and action on common social issues for the area, even beyond project school locations. The project should ensure that with this development, youth do not lose their role-modelling and leadership opportunities and that the wards that ECCA so strategically have engaged continue to increase their coordination and support the child clubs. With a wider geographical reach, various actors can collaborate between old/new project locations to work toward common goals, reducing inequity between schools and the negative effects of competition.
5. **ECCA should continue supporting local schools to access technical expertise and education support while engaging school actors to do their part.** School actors and child clubs recognised their need for technical support for quality education. Educational expertise in Nepal is not sufficiently trickling down to the level of schools. ECCA has capacity to support application of new concepts at school level, a capacity which schools have recognised. ECCA may be able to partner with an institution who has the mandate and the funds for this. At the same time, school actors should also consider advocacy toward or partnership with higher level agencies/institutions. Schools have already shown their capacity to partner with others at local level and ECCA can support mapping out institutions and identify those with mandates and funds to deliver in this regard.
6. **ECCA should facilitate schools and wards who want to commit to seeing municipalities becoming child friendly municipalities.** The ward made policy for a child-friendly local government in Kamal Rural Municipality (Jhapa) which opens up opportunities for recognition, funding and sustainable change. ECCA has expertise in supporting child friendly approaches and can share positive examples of how wards have fostered meaningful youth participation and voice.
7. **Taksvärkki should continue the flexible approach which has been built by trust and mutual experiences.** ECCA demonstrated their commitment to learning and adapting activities in order to achieve their vision created with boundary partners. ECCA recognises the flexible funding as a reason for this. In other ECCA projects, they have been more restricted.

⁵ ECCA staff pointed out, however, the challenge of teachers transferring between schools and the tight schedules making it difficult for them to find time for the child clubs.

Overview of Harvested Outcomes in the 5 countries covered

In total, 631 outcomes were analysed from all of the five countries (Nepal, Zambia, Malawi, Kenya, and Sierra Leone) that were part of the Outcome Harvesting evaluation process. This section of the report only provides an overview of the changes in the program. The text is structured around the same three broad actor categories that correlate to Taksvärkki's program outcomes: local youth, formal duty bearers, and civil society. Each section will look at broad ways that actors have changed, but first we give an overview of the type of actors who have changed as a result of Taksvärkki's program support. Keep in mind that outcomes are of varying significance and may relate to one person or a whole group of people, but hopefully the quantitative overview gives the reader some indication of the type of stories and changes analysed.

Who changed

Table 6 shows the clear youth focus of the program among all the 5 projects with 266 outcomes about organised youth (in project related groups of youth) and another 51 outcomes about other youth in communities. The table uses the same colours as the program's ToC for broad actor categories (youth, moral duty bearers, and formal duty bearers.) Note that youth associations should be seen as CSOs, so the number of civil society actors is actually higher.

Table 6: Type of actor in program (5 countries)

Actor Type (ToC)	Total Nepal	Total Zambia	Total Malawi	Total Kenya	Total Sierra Leone	All projects Total
Active youth (Child clubs/ youth associations/other project groups)	62	59	38	43	49	251
Active youth (Local Counsellors)	15	0	0	0	0	15
Youth in communities	5	3	24	7	12	51
Parents	6	1	11	0	2	20
Teachers	10	5	25	13	6	59
Community members (non-youth)	4	2	4	1	12	23
Local leaders	0	0	26	10	7	43
CSOs, NGOs, non-youth associations, forums	7	1	31	12	9	60
Community Structures (PTA, SMCs, safeguarding committees, VDCs, Mother Groups)	4	0	37	0	0	41
Decision Makers	25	6	2	10	6	49
Service Providers	39	10	18	13	4	84

Actor Type (ToC)	Total Nepal	Total Zambia	Total Malawi	Total Kenya	Total Sierra Leone	All projects Total
Mix or same actor type from several locations working in a network	4	3	24	13	4	48
	139	84	204	100	104	631

The table reveals a high number of outcomes in a variety of actor groups which can be seen as an indicator of systems awareness among Taksvärkki's partner organisations and that they have been able to influence not only youth, but also other boundary partners. The high number of actor categories involved in support of youth enables youth to sustain their organisation and their efforts amongst themselves and in the communities.

Community issues/topics addressed

Table 7: Type of community issue/topic

Topic/Issue being addressed	Total Nepal	Total Zambia	Total Malawi	Total Kenya	Total Sierra Leone	All projects Total
Education	34	10	87	6	14	151
Disability	9	55	53	12	37	166
Gender, including GBV	9	1	66	2	25	103
SRH, SRHR, including Child Marriage, MHM	18	18	57	1	20	114
Climate/environment	24	0	2	15	1	42
Health, hygiene	30	3	11	8	3	55
Drugs, tobacco, alcohol, life on the "streets"	10	1	0	6	13	30
Child Rights (child abuse, child voice). Also age discrimination	14	4	48	4	24	94
Sustainability (Group recognition, capacity, structures, finances and connections to sustain activities or purpose beyond the project)	22	11	22	38	15	108
Life transformation stories (Individual)	0	21	0	3	4	28
Other	4	0	10	27	14	55
Not applicable	9	3	2	1	0	15
Total	139	84	204	100	104	631

In analysis of outcomes, one clear difference between countries is the type of community issues or topics that were addressed through the outcome as is revealed in Table 7. This relates partly to the focus, identity and capacity of partnering organisation or the Taksvärkki funded project in the country. For example, the partnering organisations in Nepal and in Malawi have worked for many years closely with education actors and toward education goals, hence the many

outcomes in Malawi (87) and Nepal (34) tagged as related to education. Likewise, Nepal has had a focus on climate and environment (24) by supporting nature clubs and many outcomes are tagged as such.

Regarding disability, the organisations in Zambia, Malawi, and Sierra Leone are not focused only on disability inclusion, but the recent Taksvärkki funded projects have focused on this issue. The number of outcomes about disabilities (166) is impressive. The types of actors involved in the changes about disabilities describe cultural shifts in some contexts. NGOs, disability networks (Malawi), government ministries, local government, community structures, teachers, parents, faith leaders, community disability forums (24 outcomes in Malawi), disability-related associations (Sierra Leone) and youth took action or changed their behaviour related to disability issues. All 5 countries had youth outcomes about disabilities, but an outstanding 42 outcomes in Zambia were about individual changes in youth in this regard. Youth outcomes in Malawi were about individuals, but also youth clubs and networks. In Sierra Leone, youth associations/organisations focused on disabilities were the partnering organisation's boundary partners, so several of these were active in the outcomes along with some outcomes about individuals.

The partner in Kenya has a focus on the urban, street-connected youth where issues of acceptance, respect, and interest by institutions such as the police and local government has been a major change and have been marked as "other" (27). The high numbers of outcomes marked "sustainability" (38) in Kenya describe changes in the associations' leadership, taking on new roles, financing their activities and independently taking action. Surprisingly, in the urban context, quite a few of the Kenyan outcomes relate to the environment, often with a livelihood interest.

In Zambia, the high number of outcomes tagged as "individual life transformation" (21) stories is influenced by the Zambian partners' peer-to-peer concept among urban and peri-urban youth where youth come from vulnerable backgrounds and are mentored toward transformation and arts performances.

Outcomes relating to gender, SRHR and child rights are particularly high among the outcomes collected in Malawi and Sierra Leone, topics that are of urgent concern in both of these countries. Sierra Leone was also addressing the recent devastating use of the Kush drug which is evident in the collection of outcomes from there as well.

Outcomes tagged as related to health and hygiene issues were mainly collected from Nepal where they addressed mainly clean drinking water and mosquito-borne diseases.

What changed

The outcomes were tagged by the type of change in behaviour and are summarised in Table 8. This is discussed further in the next sections organised by main actor categories (Taksvärkki's three program outcomes). The table also shows whether youth or others are the main actor, the orange colour indicating the tags that mainly are youth-led.

Table 8: Type of change (behaviour) in 5 countries

Type of change	Nepal	Zambia	Malawi	Kenya	Sierra Leone	Total youth as actor	Total others as actor	Total outcomes
Individual transformation of child/youth behaviour	5	28	12	6	8	59	0	59
Youth action to address an issue/ advocate for an issue	28	0	20	17	16	79	2	81
Children/Youth and adults collaborating	26	2	31	12	19	59	38	90
Organised youth collaboration with other organised youth	1	0	6	3	4	14	0	14
Youth supporting other youth in own group or others in need	14	2	12	6	7	41	0	41
Youth reaching out into the community/ environment/other school to address issues or raise awareness. Teaching and sharing with peers is included here.	31	33	18	6	22	97	13	110
Group/club leadership skills and organisation among the youth, including role modelling inclusion	9	10	14	14	8	54	1	55
Youth being given roles/spaces or taking on new roles in community structures/ decision making. This also includes giving youth a voice in decision making/ feedback.	8	1	21	11	9	37	15	50
Adult/decision makers' encouragement and participation in youth led activities	11	2	3	10	5	2	39	31
Institutions/others providing resources such as funds, scholarship, physical items, spaces or services.	34	4	47	19	5	3	95	109
Building strength. Institutions/others providing training or new opportunities, connections and capacities for youth. Can also be sharing information or building capacity for the purpose of supporting youth.	5	3	21	19	1	0	67	49
Adult/decision makers' response to youth request or action to support children/youth (one time action, ongoing practices unknown)	5	5	41	4	3	0	61	58
Adult's changed own practices for the sake of youth (e.g. collaborating with other duty bearers, adopting child friendly practices, no longer allowing child marriages). (new long-term behaviour)	10	5	33	14	12	0	88	74
Policy. Declarations or new or changed rules, policies, bans, constitutions, etc	9	4	7	0	0	0	17	20
Recognition. Adults/decision makers' approval/participation/requests in project activities or making statements of support for project's youth/child-friendly approaches	9	4	2	4	0	0	23	19

Type of change	Nepal	Zambia	Malawi	Kenya	Sierra Leone	Total youth as actor	Total others as actor	Total outcomes
Adults/service providers/decision makers/institutions collaborating with each other	13	0	27	4	3	0	51	47
<i>Total # of taggings</i>	218	103	315	149	122	480	427	907
Total # of outcomes	139	84	204	100	104	330	301	631

Program Findings: Local Youth⁶

Taksvärkki's Program Outcome 2 for Development Cooperation states "Skilled and capable youth have voice and decision-making power in creating equitable and sustainable communities with respect for diversity and human rights."

The type of youth reached varied with each project context, but all were marginalised or living with some kind of vulnerability. In analysis of the database, we found common patterns of behaviour among the active youth that became visible using the same tagging that was used in the Nepali outcomes.

Description of the main changes in local youth

All projects sought to see changes in children and youth. Youth were personally, individually influenced by the program. Outcomes tagged as **transformation** of youth (59) were found across all countries, showing how youth leaders, child club members and other youth reached by the projects acted with integrity, changing own behaviour in line with the messages that they share. They also described children/youth having faced difficulties or exclusion, now changing their own behaviour and involvement. The partner in Zambia had many stories of transformation (28). Here are two examples showing how community outreaches and sessions supported persons with disabilities:

Short Title	Outcome Description	Significance	Partner contribution
A young woman with a disability volunteered to play a role in the outreach activities. (ZY22006)	An 18-year old girl with a disability and a peer participant was very shy when she started attending the workshops. She became confident after a few sessions and was able to volunteer to play a role in the outreach activities. Her confidence and self-esteem improved.	The interaction with other youth with disabilities is very helpful as this brings a sense of belonging among youth with disabilities in the project.	Barefeet's support to BCC in community outreaches and workshops.
Person with disability got himself registered and got the Disability card. (ZY23130)	A young man with disabilities learned about the Disability Card and its benefits. Being a Person with Disability, he went and got himself registered and now has access to some of the benefits of having a Disability Card as person with disability.	One of the aims of the project was to educate young about the platforms that exist that are designed to provided services for young people in various areas such as Disability Cards that are designed to provide assistance where need and necessary to persons with disability.	Sessions on Disability Inclusion, specifically topics of services and platforms aimed at providing necessary tailored services for persons with Disability

In outcomes across all projects, youth group **leadership** (55) marked the internal changes of organised children/youth, focusing on their capacities as groups to register, present themselves, mobilise, strategise, organise, include the marginalised, monitor, follow up on their work, network, adapt, and competently lead youth work. It also included engaging in financial management and seeking loans and grants and training opportunities. These efforts can be vital ingredients in sustainable youth structures. Kenya (14) and Malawi (14) had many developments

⁶ In this section, the term youth may also include children. All projects are involved with youth and some are involved directly with children.

in this regard. Here is one example significant in Kenya, where youth in the area were often stigmatised:

Short Title	Outcome Description	Significance	Partner contribution
Youth in Kisumu presented themselves and their issues to chiefs, police, municipality, and government institutions working with youth. (KD14)	Since 2023 in Kisumu, youth started to present themselves and their issues (about stolen equipment, etc) to chiefs, police, municipal, and people working with the youth in the government, etc. Youth associations took leadership to ensure that politicians were not taking advantage.	In the past, they relied on USK to meet government stakeholders. Youth were sometimes falsely accused. Politicians were previously trying to use the youth, by paying bribes.	USK discussed with the youth to support them in their own championing and what they struggle to do. USK organised a series of meetings and trainings concerning their rights.

Outcomes about youth **action** (90) to address issues or advocate for issues were high in all countries but Zambia. One particular type of action, tagged separately as providing **resources** (109) mostly had adult/institution as the main actor, but there were exceptions in Malawi (18), Nepal (11), and in Sierra Leone (1).

The highest number of outcomes were about youth **reaching out** (110) to the wider community or environment and to other schools to address issues or raise awareness. Many of the Zambian partner’s outcomes (33) were about outreaches and this makes sense given their capacity in mobilising youth for the performing arts and theatre. Zambian outcomes share how youth with disabilities took an active role in facilitation and performances. Partners in Nepal (31) and Sierra Leone (22), too, were particularly strong in supporting youth outreach. Kenya only had a few of these outcomes (6). The following example from Sierra Leone shows the far-reaching effects of the outcomes:

Short Title	Outcome Description	Significance	Partner contribution
Young Social Reformers performed skits on SGBV, drugs, FGM, etc in all of Baoma chiefdom (SY24008)	In March 2024, a member of the Young social Reformers organization, (youth group) situated at Jerihun stated that they have covered all the 42 villages and the 4 big towns in the Baoma chiefdom through their performance of drama skit on SGBV, drug intake, harmful traditional practices, female genital mutilation, transformational leadership which led to the appointment of few group members to serve as monitors for all government supported schools in 8 sections within the Baoma Chiefdom. This support was given to them by the chief of Baoma cheifdom to monitor government schools within the chiefdom.	The Members of Young social reformers have been highly instrumental in capturing the minds of youths in sorrounding villages through the drama skit performance they are engaging in not only limited to Gerihun community in the pursuit of changing the minds of their peers toward development.	During the first year of the project and on to this present time, series of capacity building trainings were given to youth group members on SGBV, transformational leadership, harmful traditional practices, FGM and more in which members within the youth groups decides to incorporate these trainings into drama skits that they believe will capture a wider audience in the community and transform the minds of the youths.

Both youth-led outreaches and youth led action were often done in **collaboration with adults** (90) and took place in all countries but in Zambia. Malawi (31) and Nepal (26) had most outcome examples showing the strength of these new collaborations and working relationships with adults, village leaders and institutions. This connection out into adult spaces is also visible in the number of outcomes marked as **voice** (50), where youth were given space or took space in community structures and decision making. Malawi’s outcomes (21) were all about youth taking action and take a variety of forms with wide influence. Here are two examples:

Short Title	Outcome Description	Significance	Partner contribution
Youth clubs coordinated with other stakeholders in protecting girls rights during emergency situations (MY22Y137)	Following floods that occurred during the first quarter of the year 2022, all 9 youth clubs conducted dialogue sessions with chiefs and other community structures including teachers to discuss how best they can protect girls from various rights violations as girls become more vulnerable during such periods. Together with the participants of the dialogue sessions, youth clubs then conducted awareness meetings with the community on the same. (04/07/22)	Youth are aware of and protecting and promoting girls rights at all times. This is essential in the achievement of objective 2 and 3 of the project.	Support youth clubs to facilitate interface meetings and dialogues with duty bearers at local and district level; Support youth networks, clubs, girls' corners and school clubs to facilitate girls' youth mobilisation, empowerment, awareness, civic education and advocacy activities at school, community and club level
Youth clubs held duty bearers accountable for their actions on issues concerning children and young people. (MY24007)	Mzotheka youth clubs conducted a score card on management of funds by the Village Development Committee. One of the most prominent issue that came out during the scorecard was the misuse of power by VDC members who also happen to be sitting in the committee regardless of the fact that their term of service ended long time ago. During the interface meeting, it was agreed that new elections for the VDC be conducted. T/A Makanjira. (See the full version in the database.)	Vital for ensuring transparency and responsiveness in governance. This accountability promotes better policies and practices, safeguarding the rights and well-being of children and young people in the community	Training of Youth clubs in MYP, Inclusion and SAM

Youth supporting other youth (41) in own groups or others in need is described in many outcomes in Nepal (14) and in Malawi (12), but youth collaborating across groups is not so commonly described among the outcomes. There are, however, networks already formed who are active in the outcomes. Apart from two ward level networks in Nepal, Malawi (21) has the remaining examples where **networks of youth** took initiatives (21).

Changes in **policy** (3) where youth have been actors are mainly described in the Nepal data. In Sierra Leone, there were, however, exciting examples of youth involvement in policy, for example youth campaigning for Gender Equality (30% quota), holding decision makers accountable to policy (SY23Y075) and advocating for the full implementation of the Sexual Offences and Amendment Act, meeting several government services (SY23Y092). PwD also joined a consultation on revision of the Disability act (SY23Y098). In a couple examples from Malawi, youth clubs kept leaders and decision makers accountable to by-laws (MY23Y007) and for the implementation of health services that youth were entitled to (MD01).

Conclusions and what contributed to the change in local youth

Using the same tagging system for the other program outcomes as for Nepal, we see that many of the database outcomes describe youth outreach (110), youth action (81), and youth collaboration with adults/institutions (90) describe many of the outcomes. Projects have their own unique strengths and emphasis which can be used as inspirations across country locations. Generally, there is a high level of agency among the youth where they are pioneering and breaking established cultural norms to create equitable and sustainable communities with

respect for diversity and human rights. The projects all function in difficult circumstances and among marginalised communities.

Sometimes, the active youth are not amongst the most vulnerable youth, but they analyse their own contexts to identify those with most needs and work toward greater inclusion. Organised children and youth have defined their own priorities, ensuring high relevance and motivation for action. In each of the countries, the organised children and youth are moving toward gaining established structures (with constitutions, registration as associations, funding, recognition, reflective practices, etc) which will support youth to have a long-term presence in their contexts.

In review of the Guatemala evaluation and in communication with the evaluators, they emphasised the high **relevance** of youth activities for communities affected by the project. The contextualised project efforts where youth decided on priorities contributed to this. They also emphasised the significance of **safety and belonging**, keeping children and youth away from the misuse of drugs and crime. This is highly valued in a context of violence, drugs addiction and trafficking. The sense of belonging was expressed as significant in other countries as well, each with their own challenges, and we can assume that youth participation in healthy and “warm” spaces has been a strong factor underlying and causing the many joint outreaches, action and collaboration taking place.

Outcomes data from the four countries and from the Guatemala evaluation confirm the importance of **concrete and persistent support for organised youth** which contributed to the youth’s strength and courage. All program partners had some direct contact with youth, often uniquely placed and relationally engaged to support the youth. In Kenya, in the partner’s work in Kisumu, for example, they claimed that they were the only organisation working directly with the youth to see social change, helping them to gain respect from the community.

In Guatemala, offering the youth a diploma course gave them formal educational credits at university level as an incentive. In other countries, recognition, training, access to resources, livelihood/job opportunities, leadership training and connections to others played an important roles in providing **incentives** to the youth. Committed and passionate **leadership** among the organised youth and among partner organisations inspired children and youth to follow and engage.

Program Findings: Others

In the environment around youth, a variety of actors changed their behaviour in support of the youth. Given that examples have already been lifted from Nepal, we focus here on those from other countries and on the common types of changes.

Description of the main changes

Starting with the most common type of change, adults and institutions provided **resources** (76) including: finances, scholarships, sanitary pads, uniforms, dustbins, meeting space, training, land for tree nursery, space for sleeping, aiding material for students with disabilities, condoms, information, a boat for travel to school, a wheel chair, transport, affidavits, school leaving certificates, SRHR services, services for PwD, free legal aid, sound equipment and medical services.

The second most common tag was that of adults changing their own **practices** (74). These point toward the potential of long term changes in behaviour. In Zambia (5), these were changes in how teachers involved parents, how wards involved people with disabilities, and how a parent spoke with son about SRHR. In Malawi (33), an impressive variety of actors at community level (mainly civil society actors and others who are not formal duty bearers), held each other accountable to commitments made about issues related to education, gender, SRHR, and disability. They creatively encouraged and supported one another in their various roles. In Kenya (14), many of the new practices indicated changes in relationships between those with power or resources (police, other service providers, NGOs, and local leaders) and the youth. In Sierra Leone (12), decision makers at various levels invited and involved youth, family practices changed (related to gender and disabilities), and community leaders started reporting sexual abuse cases of minors, no longer accepting out of court settlements for offences. The following outcome shows the project nudging cultural practices and the significance need to be understood in relation to the extremely high prevalence of FGM in Sierra Leone:

Short Title	Outcome Description	Significance	Partner contribution
Community respected the wishes of their teenage girls and young women to delay female initiation on female genital mutilation. (SO23DB061)	In December 2023, Community stakeholders in Gerihun (Bioma Chiefdom) started respecting the wishes and decision of their teenage girls and young women to delay the female initiation on female genital mutilation for girls and women as a form of traditional practices.	CCYA would like to see a strong understanding relationship between young women and their community stakeholders especially regarding matters of harmful traditional practices in the communities. The views of young women are also very important towards national and community development, so the need for an effective communication between Young women and their community plays an essential role.	The timely intervention of this project have given community stakeholders a reflection of some of the negative impact of some of their traditional practices may cause in the lives of their young womem and teenage girls.

Although all country projects had some examples of adults responding to youth requests or taking action to support children/youth, Malawi (41) had a large share of the total number of outcomes tagged as **action** (57). There is a large variety of actors involved, but most action was taken by community structures, local civil society groups and local leaders in Malawi, in particular child protection committees, community disability forums, Community Girls and

Safeguarding Standards Committees. The following outcome shows how the project is influencing beyond the community structures that received direct support:

Short Title	Outcome Description	Significance	Partner contribution
Secondary school established community safeguarding committee. (MD04)	Communities that are not in the project areas are adopting project initiated interventions to their communities. For example, the Lifidzi Community Day Secondary School has established Community Safeguarding Committee to safeguard rights of girls in self-boarding facilities in September, 2024 (got the report then).	This shows that the guidelines are effective. This report came from one of the teachers who had been transferred from a project catchment area.	CYECE supported the establishment of the Community Girls Safeguarding Standards Committee.

Outcomes tagged as **building strength** (48) (capacity and linkages) for the youth were found mainly in Malawi (20) and in Kenya (19). In Malawi, the actors were mainly community structures at community level and collaborations and networks at district level. In Kenya, they were national, county and local level government agencies inviting youth to spaces where youth were 1)informed on various topics and issues, 2)trained on topics or skills or 3)accessing livelihood opportunities. The following example shows the linking role that Taksvärkki’s partner organisation in Kenya took to connect the youth:

Short Title	Outcome Description	Significance	Partner contribution
Agriculture Livestock Fisheries and Cooperatives and the Tree Nursery Association supported opportunities for youth capacity building for livelihoods (KO23DB094)	The Tree Nursery Associations in Kisumu trained individual youths and associations on starting and management of tree nurseries after the youth were invited by the agricultural officer at Starehe, Kisumu central. Similarly in Nairobi, through the department of Agriculture Livestock Fisheries and Cooperatives, youth representatives have been offered opportunities to train on Rabbit keeping. (see database for longer version)	Local and National Government institutions attended to cases involving youth. Both the youths in Nairobi and Kisumu have benefitted from these relationships.	USK identified the agricultural officers and linked the youth associations.

Examples of **adults/institutions collaborating with each other** (47) were mainly found in Malawi and in Nepal. While in Nepal (13), schools were collaborating with government and other services for the sake of students, in Malawi (27), it was various community structures, CSOs, and community leaders addressing various disability, gender, and education issues together and sometimes as networks.

Short Title	Outcome Description	Significance	Partner contribution
CSOs and DPOs formed district disability forum. aka Network (MO22CS0 22)	During training of DPOs and CSOs on disability inclusion and Advocacy, a district disability forum was established to be responsible for overseeing issues of disability in the district just to ensure that rights of persons with disabilities are protected and promoted. It engages duty bearers on disability inclusion and mainstreaming. The network coordinates with the Community Disability Forums to create linkages and referrals to support children with disabilities. The forums and network meet on a quarterly basis to review and plan for their work.	CSOs and DPOs are becoming proactive on disability issues. Stakeholders have shown an understanding and interest in promoting and protecting rights of PwD which is helping in accomplishing project objectives.. CSOs ensure that laws and policies are implemented in the district. Their advocacy can push for inclusive policies to education and health.	CYECE trained CSOs and DPOs on disability inclusion, MYP and advocacy. CYECE identified CSOs and DPOs that work with young people and discussed the need for the Network at district level. CYECE support them to facilitate some of the network’s activities i.e review and planning meetings. CYECE facilitated the establishment of the network, but the network facilitates the rest of the activities.

Examples of **adults/institutions collaborating with youth** (31) were spread across all countries except for Zambia. Adults/institutions giving youth opportunities of having a **voice** (13) and a space to be heard in community structures and decision making were mainly tagged as such in Nepal (8), Kenya (2), and Sierra Leone (3). The following example from Kenya shows an important opportunity for street-connected youth to voice their concerns:

Short Title	Outcome Description	Significance	Partner contribution
Children Court User Committee invited street connected children to attend the Courts Service Week in Kisumu convened by the Children Court User Committee. (KO22DB016)	Street connected Children were invited to attend the Courts Service Week in Kisumu convened by the Children Court User Committee in November 2022	Youth representatives got the forum to directly address their grievances to partners besides learning basic reporting channels and case review options involving youth who are in contact with the law.	USK mobilised youths to attend this one week long activity, besides directly supporting the function

In the section on youth, we have already mentioned how youth themselves took on roles in decision making in order to have a voice in the contexts of Malawi (21), Kenya (9), Sierra Leone (6), and Zambia (1).

Nepal (6), Zambia (4), and Malawi (7) all had examples of **policy** changes, showing that they engaged at this level.

Conclusions and what contributed to the change in ‘others’

In general, the program’s ToC is strongly confirmed by the outcomes. Taksvärkki’s program partners have supported others in community, including formal duty bearers and moral duty bearers/civil society actors, to provide resources, change their own practices, and take action for the purpose of supporting youth, sometimes in collaboration with other adults/institutions and as networks. They have built connections for youth so that the children and youth themselves gain relationships, knowledge and skills. Adults/institutions have also collaborated directly with youth and provided them opportunities to make their voices heard in decision making. These efforts contribute to important structural change.

Some projects have supported youth to take roles in decision making or influencing policy, while other projects (and in combination) have supported adults and institutions providing space for meaningful youth participation. Historical and contextual factors are likely to have influenced strategic choices, including the strength and capacity of children and youth in that context. In analysis of collected outcomes, the most number of outcomes are about the youth and the formal duty bearers. There are significant changes among moral duty bearers/civil society actors, but not as many in number and probably relate to the limited monitoring about changes in these actors.

In building strong youth movements in the project context, the youth needed adult and institutional allies beyond the partner organisations. Each country partner has their unique combination of support systems and connections around the youth. They will need to define the next step of engagement with service providers, decision makers and civil society actors to see them influence and strengthen systems change, informed by the youth priorities. The outcome database can be a support to understand potential actors and their current levels of involvement.

In Malawi where networks, community structures, and other community based groups and forums were particularly active, the organisation mentioned that they had spent most of their time with the youth structures (70%) so that they reach out to others. Second to the youth structures, they spent time with community structures, reaching out to the ones that were established by the project, but also to the already existing ones. The partner deliberately ensured that each new structure was linked to the existing ones, such as the VDC, mother groups, and SMCs in their ToRs.

The evaluators of the work in Guatemala, reflected on the limits of economic and other resources in municipalities of poor countries (whether from taxes or subsidies from the state) and expressed that it is unreasonable for youth to have too strong demands on duty bearers in the human rights based approach. The evaluators suggested instead to strive for mutual collaboration. Reflecting on the work of all the program partners, it is evident that the projects have supported the development of healthy relationships between youth and other adults/ institutions. The program partners have many beautiful examples of mutual collaboration with youth and adults taking important steps toward the fulfilment of rights together! In this mutual collaboration, youth have taken initiatives to address social and cultural practices which often do not need extensive financial resources and support. The youth come with drive and creativity which is present in the work of all the country partners.

Partnership

The program level outcome challenge about partner organisations as expressed in the program document, states that “Partner organizations develop their expertise and practices in youth rights issues, strengthening their organizational capacity, partnerships with other civil society actors and activeness in civil society networks, advocacy skills and strategies, participatory monitoring practices, and well-established practices and policies for social inclusion in their work towards the realization of youth rights.”

The contribution part of the outcome statements collected in the evaluation database, revealed the large number of partnerships and collaborations that Taksvärkki’s partner organisations have with other civil society actors and networks of actors. In Malawi, they have also contributed to networks being formed. The many partnerships and collaborations shows the active role that partner organisations have taken.

Taksvärkki asked LL to explore the relationship between Taksvärkki and partnering organisations and took time with each of the project partners to discuss this using a few simple questions (Annex 5). We organised their responses within five themes: 1) appreciation of flexible, relationally supportive, approaches; 2) taking an Outcome Mapping approach; 3) cross-cutting issues; 4) other organisational practices; and 5) human-rights focused and sustainable approaches.

We include some draft outcomes based on their comments.

Appreciation of flexible, relationally supportive, approaches

Partners described Taksvärkki’s hands-on support in the funding process, not behaving as a typical donor. One partner expressed, “While working with Taksvärkki, they never behaved like a donor, but more like an implementing partner. That made us comfortable and they came alongside us working for the project. Because they don’t talk like donors, we don’t feel like we need to hide anything.” They further explained that they understood that the flexibility they were experiencing in funding, came with a need to share and have financial accountability.

Partners felt that Taksvärkki respected local needs and organisational needs and supported them to bring about change. When one phase ended, Taksvärkki supported them in the process of developing new ideas. One organisation felt that Taksvärkki understood their unique capacity for reaching the youth in their area, but helped them to also present themselves in a professional manner.

Another organisation commented on Taksvärkki always being available and following up on their work, inspiring them to work hard. One organisations believed that Taksvärkki’s on-site visits have played an important role during which they discuss how to achieve outcomes. The value of the physical visits was affirmed also by another organisation.

Two partners specifically mentioned their appreciation for support on reports and the feedback they received, helping them to express themselves clearly.

Taksvärkki’s participatory approach was commended by partners. Partners felt that Taksvärkki provided a common platform to learn about and influence the program and to share about learnings and challenges amongst partners.

Taking an Outcome Mapping approach

Several organisations expressed the importance of Outcome Mapping and Outcome Harvesting shaping their project practices, supporting effective implementation and appreciated Taksvärkki's technical support in this matter. One organisation felt that the approach helped them to engage with boundary partners, enabling the boundary partners to be part of the journey and develop leadership in the community. They believed that it helped them as an organisation "to be diverse in how we handle things". The same organisation expressed that youth take the lead and own the project, adding that "the change cuts across, and duty bearers change too." Taksvärkki, they believed, always tries to explore what people like to see and what they value.

The following draft outcome shows how a partner adopted the approach for their whole organisation:

Outcome Description	Significance	Taksvärkki's contribution
ECCA "We changed our lens from activities to an outcomes lens. In 2016 we designed a project using OM in several projects. ECCA has also been using Outcome Harvesting in other projects too thanks to Taksvärkki"	"Previously we were just doing our own approach"	"Taksvärkki supported us learning about the Outcome Mapping approach and created a platform for us to share about OH with other colleagues."

Similarly, another partner acknowledged that Taksvärkki's support to monitoring helped them not to focus only on the outputs. The partner organisation in Malawi also took their knowledge to another level, as expressed in this outcome:

Outcome Description	Significance	Taksvärkki's contribution
In August 2024, CYECE trained a women and girls' disability organisation in outcome monitoring in Lilongwe.	"This shows how empowered we are - that we can reach out to others and train them. It is also a way of raising funds for the organisation. "	Taksvärkki trained CYECE on outcome mapping, requiring partners to report on outcomes, giving CYECE the experience.

While organisations appreciated Taksvärkki's encouragement to use the tools and to learning about change, a couple partners mentioned challenges in the learning processes and in the use of the tools.

Cross-cutting issues

Taksvärkki's two cross-cutting themes, gender equality and disability inclusion, have influenced partners and how they act. These outcome drafts are about disability inclusion:

Outcome Description	Significance	Taksvärkki's contribution
"In 2022, ECCA (Nepal) started to collaborate with other disability organisations."		"Taksvärkki helped us to understand disabilities and that is why ECCA's Executive Director then connected with the other organisations."

In late 2023, ECCA (Nepal) developed their infrastructure to be more disability friendly - toilet, access to office, and the hall.		“Taksvärkki promoted disability inclusion, financially supporting a training on disability inclusion where the Taksvärkki programme officer also attended. This was an eye-opening journey. They gave ideas on how to address infrastructure. Other disability organisations also asked about our infrastructure.”
“Since 2022, we (ECCA Nepal) started to inform those with disabilities about the provisions that the government has made.”	ECCA had already thought about child friendly and girl-friendly, but Taksvärkki helped us to see the disability angle.	
Since 2018, ECCA started to discuss disability inclusion and inclusive education with school stakeholders and provided training for the counsellors. ECCA discussed this in different situations, so that they train on disability inclusion.		

Another organisation also acknowledged Taksvärkki’s capacity building on disability inclusion and shared about the following outcome:

Outcome Description	Significance	Taksvärkki’s contribution
With the start of the second phase of the project, CYECE championed disability inclusion in the district.	Now, CYECE can work on their our policies for the whole organisation to make sure that they are disability friendly. This is being mainstreamed in all the projects.	Contribution: Taksvärkki provided training on disability inclusion during several occasions by different disability organisations, but they also helped to link CYECE to different disability organisations at national level or to assist them with other issues.

Other organisational practices

One organisation mentioned that they became more conscious about some of their procedures - implementing photo consent, parents’ consent and the inclusion of every kind of minority in gatherings and training. They felt that reading the guidelines from Taksvärkki helped them to know what to think about when working with minors and those that are vulnerable. The same organisation mentioned that they, since 2006, at several points, have discussed about guiding principles and policies, writing these down. Before they used to just talk about them.

Another organisation expressed that Taksvärkki really believes in capacity building, adding, “They don’t just point out the areas that we are lacking.” Two organisations mentioned that Taksvärkki provided finance training in Quick Book ensuring that they had updated their finance capacity and their policy so that donors could trust them.

Human-rights focused and sustainable approaches

Taksvärkki has shared new skills, policies, and their knowledge of what is happening within international development cooperation and several partners expressed that they too, shared what they know with Taksvärkki.

One organisation expressed that Taksvärkki works with them towards real change and sustainability rather than only asking what kind of sustainability they are looking for. They

elaborated that Taksvärkki, though having conditionalities, understands their work on the ground and the type of people that they work with.

One organisation claimed that Taksvärkki supported them to meet and partner with agencies and the government in their country, getting involved in policy development and formulation and lobbying for an inclusion policy, allowing pregnant girls to be able to continue with schooling.

Program Conclusions and Recommendations

Moving forward, Learning Loop combines the evaluation of Nepal with the data from the four other program countries included in this evaluation along with results from the Guatemala evaluation to make the following recommendations for partners and Taksvärkki who together shape the next program:

1. **Build networks between groups of youth.** This was not commonly seen across program countries, but the partner in Malawi has great examples of how this can be done. Networks of youth take advocacy to a higher level and keep decision makers accountable while connecting to and supporting local children and youth. It can also help youth to and share access new opportunities. A foundation of well-functioning groups where youth feel belonging and support is already existing in all program projects which is an important foundation. Each are on their own trajectory toward sustainable structures; for some contexts, building networks may be the next step.
2. **Support wards/municipalities/districts to become willing to work towards commitments to be child/youth-friendly (and disability-friendly).** Nepal has examples of seeing ward level commitments and other partners, during discussion on findings, see possibilities to influence towards such goals.
3. **Explore next steps toward youth-adult collaborations.** Youth-adult collaborations in Nepal and in Malawi supported youth, as well as the environment and community around the youth. The relational approach seems effective and appropriate in countries with few resources and seems to achieve sustainable change.
4. **Build connections to other organisations in the same country who can complement partners' skills.** All partners have unique capacities to gain the respect of the youth that they engage with in the local contexts. While the partner in Zambia has an effective role in supporting youth transformation and youth outreach, the organisation has not yet seen adults and institutions giving voice to youth in decision making.
5. **Continue to strengthen the Outcome Mapping approach and encourage youth involvement in monitoring systems change.** Outcome Mapping and Outcome Harvesting played a role in supporting systems awareness and change. The data reveals an awareness of systems awareness and partners supporting a variety of actors in a boundary partner type of relationship. Partners also saw the importance of using the tools to effectively learn and influence change. Youth can locally observe more structural and community changes. By youth themselves monitoring change, as is already starting to happen, they build ownership and learn about systems change and the environment. Taksvärkki and partners should consider having youth-led monitoring as a learning objective for the next program.
6. **Use the outcomes database for further studies and for local purposes.** The database can be a support to understanding strategies and approaches supporting youth influence and meaningful youth participation toward sustainable change. It can also be used locally for sharing beyond project locations and for advocacy and funding purposes.

7. **Continue to invest in the long-term collaborations between Taksvärkki and partners.** The variety of outcomes, the organisational capacity, the impact of grassroots level organisations at wider reach, and future commitments to collective learning is only possible due to the long-term organisational partnership between Taksvärkki and local partners.

Overall, based on the evaluation process in Nepal, the review of program documents, reports and evaluations, the digital workshops with partner organisations and the analysis of the complete set of data, summaries are written up for each of the seven evaluation questions in Table 9. The program already successfully responds to concerns of relevance, effectiveness, impact and sustainability through a well-developed program concept and partnership. Summarised recommendations are listed where they most strongly correlate with questions while recognising that they correlate to multiple questions and conclusions.

Table 9: Concluding statements on the evaluation questions

Evaluation Question	Conclusions and affirmations	Recommendation
Relevance		
1. How successful has the program been in addressing the rights, needs, priorities and engagement of the youth , especially those in vulnerable or marginalized position?	Program partners successfully built the capacity of youth to organise and claim their rights at local level and in some locations aiming to influence at national level. These groups include youth with disabilities, youth from marginalised and socio-economically vulnerable communities/ethnic groups and others at risk in the project contexts. As functional clubs, associations, and organisations, they prioritised which issues needed to be addressed in their contexts and reached out with a concern for the most vulnerable youth, and in some project locations collaborating with duty bearers and other adults/institutions or building connections for long-term support. The large majority of the outcomes in the 5 countries were about youth (371 of 631 outcomes) and addressed issues of disability, education, SRHR, and gender.	Continue with the school - community connections and scale up the approach! (Nepal 1) Celebrate and build on the diversity and the differences in expression of students' own traditions/culture/religion/no religion, being aware that minorities may need intentional support to differ. (Nepal 2) Build networks between groups of youth. Networks of youth can take advocacy to a higher level and keep decision makers accountable while connecting to and supporting local children and youth. (Program 1)
2. In the light of the outcomes observed, to what extent has the program been successful in identifying and involving the relevant duty bearers and in contributing to their expected behaviour change in terms of fulfilling the rights of all children and young people?	427 of 631 outcomes in the 5 countries described adults and institutions around the youth being part of the change stories, 407 of which were outcomes describing organisations/institutions and adults in formal roles. In all projects that were part of the evaluation, duty bearers (both formal duty bearers and moral duty bearers) at some level (village, municipality, district, or national) changed practices and policies and took action for the youth. They recognised the abilities of youth, listened to them, collaborated with them and, in some country contexts, provided space for youth to participate in decision making. Two project locations have examples of longterm networks being formed.	Consider a more intentional collaboration at ward level where skilled nature club teachers could be taking an increased role for networking. (Nepal 4) Explore next steps toward youth-adult collaborations. The relational approach seems effective and appropriate in countries with few resources to achieve sustainable change. (Program 3)

<p>3. What is the added value and synergies of the partnership with Taksvärkki, and of the Taksvärkki development cooperation program framework for the partner organizations?</p>	<p>Taksvärkki worked in support of organisations that have the skills and local respect needed to work at a grassroots level so that youth from vulnerable contexts and communities can truly participate. Taksvärkki has supported these relatively small organisations using a relational and flexible approach, encouraging partners to continuously learn about actors in their context and with the growing strength and awareness of the youth, adapt their work. The Outcome Mapping approach, invested in by Taksvärkki has supported this focus and awareness of systems change. Convened by Taksvärkki, partnering organisations have shared their best practices with one another and with Taksvärkki.</p>	<p>Taksvärkki should continue the flexible approach which has been built by trust and mutual experiences. (Nepal 7)</p> <p>Use the outcomes database for further studies and for local purposes. The database can be a support to understanding strategies and approaches supporting youth influence and meaningful youth participation toward sustainable change. (Program 6)</p>
<p>Effectiveness</p>		
<p>4. To what extent do the outcomes observed in the project contexts contribute, or are likely to contribute, to the program level objectives as per the program's Theory of Change?</p>	<p>The holistic, youth-driven approach encouraged by the program, enables youth at the core of the program, in cooperation with others, to adapt their strategies to address any priorities they identify as related to a sustainable and equitable world. For the contexts that the projects work in, the changes are transformative and influence actors wider than the targeted project locations. The observed outcomes describe change in a variety of actors who are connected to youth as was described in the program's ToC. This increases the likelihood of sustainable change in the project contexts. In one country, duty bearers were not yet connecting with youth for collaboration or giving them space in decision making. Each project will need to regularly re-assess their role and influence on the system of actors, as is already a practice by Taksvärkki program partners and supported by Taksvärkki.</p>	<p>Build connections to other organisations in the same country who can complement partners' skills in cases where the partner is not yet seeing adults giving space for the voices of voice in decision making. (Program 4)</p>
<p>5. To what extent has Taksvärkki program been able to support the organizational development, especially in terms of social inclusion and participatory PMEL practices of the partner organizations?</p>	<p>The five countries that were interviewed about the partnership with Taksvärkki, reported organisational development and advancement in their capacity. Social inclusion and particularly, disability inclusion, was highlighted as an area of improved capacity as is visible in the 166 outcomes on this topic. Partners also valued Taksvärkki's support in making connections to relevant organisation and networks. Taksvärkki's support to participatory PMEL practices and their focus on OM and OH, was seen as significant in relation to boundary partners, and particularly youth, taking ownership of the projects from the start.</p>	<p>Continue to strengthen the valued Outcome Mapping approach and encourage youth involvement in monitoring systems change. Consider having youth-led monitoring as a learning objective. (Program 5)</p>
<p>Impact</p>		

<p>6. From a systems perspective, are the observed program outcomes relevant and contributing to structural changes for equity and social sustainability?</p>	<p>The program is centred around strong and connected youth who are making and gaining spaces of influence in community on issues that they have prioritised as relevant. All projects support grassroots movements among the most vulnerable making primary efforts to youth organisation, respect, and collaboration and taking first steps toward the existing structures' attention to youth and their rights. In some projects, they already see long-term changes in networks, policy and practices. Partners and their associated organised youth can strengthen their monitoring of structural change.</p>	<p>Build on the new capacity of local youth counsellors to adapt processes/tools for monitoring, which can support decision making closer to the schools. (Nepal 3)</p>
<p>Sustainability</p>		
<p>7. To what extent does the Taksvärkki development cooperation program create sustainable structures that are likely to continue and develop also after the program support has ended?</p>	<p>108 outcomes were marked as addressing sustainability of the organised youth, their actions and youth influence on decision-making, indicating that partners and their associated youth take opportunities to move in this direction whether it is about organisational practices, finances, or other capacities for independent and long-term influence and action. Outcomes toward sustainability were spread across all country contexts.</p>	<p>ECCA should continue supporting local schools to access technical expertise and education support while engaging school actors to do their part in advocacy for educational support in this regard. (Nepal 5)</p> <p>ECCA should facilitate schools and wards who want to commit to seeing municipalities becoming child friendly municipalities. (Nepal 6)</p> <p>Support wards/municipalities/districts to become willing to work towards commitments to be child/youth-friendly and disability-friendly. (Program 2)</p> <p>Continue to invest in the long-term collaborations between Taksvärkki and partners. (Program 7)</p>