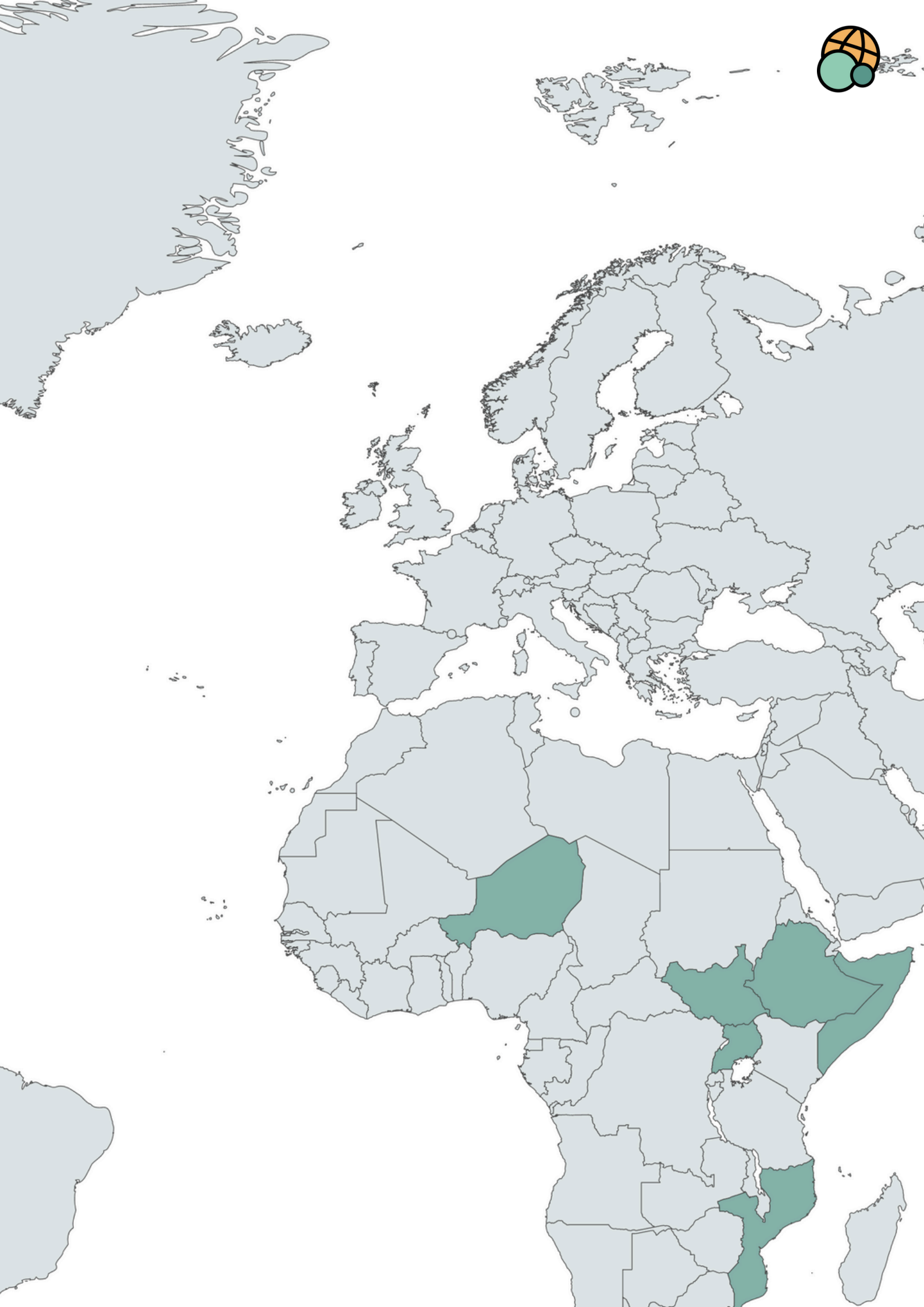




TOGETHER FOR INCLUSION

FINAL REPORT | 2020-2024



The Atlas Alliance - Together for Inclusion (TOFI)

Final Report 2020-2024 RAF-19/0044

1. General

- 1.1. Norwegian organization (contract partner to Norad): The Atlas Alliance
- 1.2. Agreement period and reporting period: 01.01.2020 – 31.12.2024
- 1.3. Total grant amount for the agreement period: 687 million NOK
- 1.4. Countries and organisations of implementation:

Country	Atlas organizations (OPDs)	Norwegian NGOs
Ethiopia	- The Norwegian Association of the Blind and Partially Sighted (NABP) - The Norwegian Association for Persons with Intellectual Disabilities (NFU) - The Norwegian Association of Youth Mental Health (YMHN)	- The Development Fund (DF) Norway - SOS Children's Villages (SOS) Norway - Adventist Development and Relief Agency (ADRA) Norway
Mozambique	- The Norwegian Association of the Blind and Partially Sighted (NABP) - The Norwegian Federation of Organisations of Disabled Persons (FFO)	- Save the Children Norway - Naturvernforbundet
Niger	The Norwegian Federation of Organisations of Disabled Persons (FFO)	- Plan International Norway - The Stromme Foundation - ADRA Norway
South Sudan	- The Norwegian Federation of Organisations of Disabled Persons (FFO) - The Norwegian Association of Disabled (NAD)	- ADRA Norway - Norwegian Church Aid - YMCA/YWCA Norway - The Stromme Foundation
Somalia	The Norwegian Association of Disabled (NAD)	- Save the Children Norway - ADRA Norway
Uganda	- The Norwegian Association of Disabled (NAD) - The Norwegian Association for Spina Bifida and Hydrocephalus (RHF)	- Save the Children Norway - The Stromme Foundation

2. Results and learning

2.1. Summary

Together for Inclusion (TOFI) is an innovative strategic partnership led by the Atlas Alliance, and the very first consortium where Organisations of Persons with Disabilities (OPDs) are in the lead. The programme was launched in 2019 as a joint venture between Norwegian OPDs and some of Norway's largest Non-Governmental Organisations (NGOs), leveraging the different strengths of the partners. TOFI aimed to fulfil the rights of persons with disabilities and reaching the most marginalized, through organisational development, human rights advocacy, inclusive education, and economic empowerment in six countries in Sub-Saharan Africa: Ethiopia, Mozambique, Niger, Somalia, South Sudan and Uganda.

The overall goal of the TOFI programme is that *the rights for persons with disabilities are fulfilled in Ethiopia, Mozambique, Niger, Somalia, South Sudan and Uganda*. Throughout the project period, the country groups have worked towards this goal through their joint advocacy efforts in promoting human rights and disability inclusion. This has allowed for unified and efficient advocacy toward national authorities, improving the inclusivity of decision-making processes, policies, and services. The TOFI End of Project Evaluation¹ shows that among persons with disabilities who had participated in the project, there was an overall increase at endline of 10.83%, and more than 20% increase in South Sudan and Uganda who reported participating in local, program and national decision-making bodies (Outcome 1130). Concrete outcome-level changes resulting from successful advocacy by local OPDs include, for example, how the TOFI consortium in Niger has managed to influence the government to commit to review and update the National Social Protection Policy, making it more inclusive and appropriate for persons with disabilities. In Uganda, targeted advocacy towards the Uganda Bankers' Association has led to the inclusion of a new pillar of disability inclusion in the 2024-2028 financial inclusion strategy for the formal finance sector. In Mozambique, the country's first Law on Promotion and Protection of the Rights of Persons with Disabilities, was passed in 2024 after ten years of perseverant advocacy efforts by the country's disability rights movement. These accomplishments show that the programme has contributed towards stronger governmental commitment to inclusion of persons with disabilities. From the TOFI End of Project Evaluation, we see that the proportion of persons with disabilities knowing their legal rights increased by 13.11% overall, with increases in South Sudan of 35.86%, Mozambique of 21.65% and Uganda of 16.81% whereas in Niger there was a decrease by 3.82% due to insecurity and political instability². These findings demonstrate some of the impact TOFI has had on empowering persons with disabilities.

OPDs are the rightful representative organisations of persons with disabilities; persons with disabilities bring their lived experience from all areas of society into the organisations. In development aid and humanitarian action, all too often persons without disabilities make decisions on behalf of persons with disabilities. With the OPDs in the lead, this is no longer the case – persons with disabilities and their organisations are the ones making decisions and leading the change. Their role as leaders has also contributed to an improved standing of OPDs in partner countries, including among other civil society actors such as INGOs and the UN system. This, coupled with the NGOs' extensive reach, has allowed the programme to reach a much larger number of people and greater overall results than when working separately, and has helped push disability inclusion far beyond the confines of TOFI. ADRA and Save the Children, who have been part of TOFI, have also embedded disability inclusion in their internal strategies, and Plan International Norway has hired a full-time inclusion advisor. In addition, the efficient collaborative model between OPDs and NGOs and the community-based identification of out-of-school children employed by the TOFI programme have been extended to other NGO projects.

The TOFI NGOs will not be part of the new Norad framework agreement signed in early 2025. However, the Atlas Alliance is facilitating the participation of NGOs in relevant country programme coordination mechanisms, and we continue to support NGOs in their efforts to include persons with disabilities and their representative organisations at all stages of programme implementation. Many of the NGOs are already working on disability

¹ TOFI End of Project Evaluation (page 24), external evaluation by Miller Jones Consulting

² TOFI End of Project Evaluation (pages 52-53), external evaluation by Miller Jones Consulting

inclusion in all or some of their programmes and will continue to take advantage of the learnings from the TOFI programme.

The TOFI programme contributes to multiple Sustainable Development Goals (SDGs). The country groups' joint advocacy efforts on human rights are in line with the SDG #10 (Reduced Inequalities) and SDG #16 (Peace, Justice, and Strong Institutions), while the focus on improved inclusive education contribute to SDG#4 (Quality Education). Finally, the programme's efforts to improve the living conditions of persons with disabilities through economic empowerment has supported SDG #1 (No poverty), and SDG #8 (Decent Work and Economic Growth). Throughout all three thematic areas, the programme has contributed to SDG #5 (Gender Equality). As a result of continuous training and capacity building of persons with disabilities (Outcome #1110), aiming to improve their ability to participate in local and national decision making, the programme has observed how these persons have advanced and improved their advocacy skills by being able to self-advocate and claim their rights. Furthermore, training of OPDs on advocacy and coalition building have increased their reach and effectiveness, and we can see concrete effects of this as OPDs are invited to participate in committees for policy proposals and revisions or evaluations of current laws and policies (Outcome # 1120). Such results have contributed to change in attitudes and behaviour and to more disability-inclusive laws and policies.

Inclusive education has been the largest thematic area of the programme, with over 50% of the resources. The Inclusive Learning Approach (ILA) and the Obuntu Bulamu approach have made important impact at the community level, offering quality education to children with disabilities (Outcome #1230). These models have resulted in increased awareness within the school management, improved accessible infrastructure, increased abilities of teachers to cater to all students, whether they have a disability or not, and increased provision of assistive devices such as wheelchairs, crutches, and glasses. All these measures have created more awareness among local and national education authorities, contributing to real change in the quality of life for children with disabilities. Additionally, the creation of School Inclusion Teams (SITs) has involved teachers, parents, caregivers, and community leaders, ensuring local ownership and sustainability. Through TOFI, OPDs have become active agents of transformation of the national education systems in countries like Mozambique and Uganda (Outcome #1230). Furthermore, the TOFI programme's awareness campaigns have led to considerable increase in the number of enrolled children with disabilities (Outcome #1210). These children are now able to return to more disability-inclusive learning environments at the project schools. The TOFI End of Project Evaluation shows an increased number of schools documenting disability status in their enrolment registers, from baseline 83 schools to endline 120 schools resulting in an increase of 45%. Additionally, there is an increase in the number of students with disabilities enrolled with official registers in TOFI target schools reported at endline, 6,328 compared with baseline of 2,324 in all countries and overall, for both boys and girls with disabilities. This translates to an increase of 272% of students with disabilities formally registered in TOFI target schools from baseline.³ While the TOFI partnership focuses on persons with disabilities, it is important to note that more inclusive schools and local communities benefit *all* learners. The changes make schools better for all learners, leading to a much greater impact than the number of children with disabilities enrolled would suggest.

³ TOFI End of Project Evaluation (pages 28-29), external evaluation by Miller Jones Consulting

In addition, the country groups have worked consistently to provide economic empowerment for persons with disabilities and their families and caregivers through tailored trainings (Outcome # 1310). The TOFI End of Project Evaluation shows an overall increase of 43.68% of persons with disabilities who have reported participating in learning opportunities to improve their employability and income generating skills, ranging from 19.91% in Mozambique to more than 40% for Niger, Somalia, South Sudan and Uganda.⁴ These actions have resulted in increased self-worth, improved respect in their communities, as well as economic independence. In many cases this especially benefits women with disabilities as they gain more respect in their communities when they can bring additional income to their families. To further strengthen the living conditions of persons with disabilities, OPDs have been trained in promoting economic opportunities (Outcome #1320). In some countries, like Ethiopia and Mozambique, these trainings have resulted in the establishment of inclusive economic empowerment networks. These are important platforms that enable focused advocacy for disability inclusion for persons with disabilities and enhanced economic empowerment of persons with disabilities and their parents and caregivers. Furthermore, financial service institutions have been trained on disability inclusion (Outcome #1330), leading to achievements such as the new pillar of disability inclusion in Uganda's 2024-2028 financial inclusion strategy, which has contributed to one of the key impacts of the TOFI programme; to enhance the economic empowerment of persons with disabilities. These efforts have resulted in increased number of starter loans and to scale up current economic activities for persons with disabilities, particularly for women with disabilities. At the impact level, the TOFI End of Project Evaluation shows that there has been an overall decrease of 7.48% in poverty probability for persons with disabilities, ranging from an increase in Somalia (17.89%) to decreases of 26.92% in South Sudan, 22.4% in Ethiopia and 15.98% in Niger.⁵ The variation in findings across the countries reflects the diversity of context, like socio-cultural, economic and political factors that contribute to poverty.

Below are examples of outcome level results from each country in the three thematic areas (human rights advocacy, inclusive education, and economic empowerment) that contribute directly to change at impact level.

2.2. Ethiopia

In Ethiopia, as in many countries in the region, persons with disabilities experience poverty, discrimination, exclusion, and are not always aware of their rights or how to advocate effectively for change. Although many persons with disabilities still experience stigma and discrimination, the programme's awareness-raising activities have created significant changes in attitude. These changes have been reported by persons with disabilities in the programme, who report having observed and experienced real change in their communities, where they now feel seen and appreciated as equal community members.

The programme has strengthened and empowered the OPDs, enabling them to collaborate more closely with the government to influence policies and decisions. Furthermore, the country group established an advocacy network to present a strong, unified voice. This has resulted in OPDs being invited to participate in evaluating Ethiopia's inclusive education strategy and transitional justice policy. In July 2022, TOFI OPDs initiated their own draft of

⁴ TOFI End of Project Evaluation (page 41), external evaluation by Miller Jones Consulting

⁵ TOFI End of Project Evaluation (page 56), external evaluation by Miller Jones Consulting

the Disability Act presented by the Ministry of Women and Social Affairs, challenging the government to ratify it. This work will be carried forward in the 2025-2029 framework agreement period, and the OPDs continue their advocacy towards the Ministry to ensure the progress continues. The approval of such a law will have an important positive impact on the lives of persons with disabilities.

TOFI introduced NAD's ***Inclusive Learning Approach***, a holistic approach to Inclusive Education that involves multiple stakeholders, such as children, parents, teachers, school leadership, communities, education authorities and Organisations of Persons with Disabilities. The approach has two main components, one directed at teachers and communities (The Inclusive Teaching Component), and one that focuses on the role of OPDs in education advocacy (The Inclusive Advocacy Component.). In addition, local communities and local governments are heavily involved, to ensure a comprehensive approach to inclusive education, including the physical accessibility.

Programme schools targeted under the programme were modified for accessibility, and scholastic and assistive devices were delivered to students. These efforts have improved the learning experience for both students and teachers. The students' academic achievements have improved, and the attendance and enrolment rates have increased from 246 (initial baseline) in 2021 to 547 at endline. This is a major achievement of 222% which shows how the programme has improved access to quality inclusive pre-primary, primary, and secondary education for girls and boys with disabilities (impact #1200). Because of the OPDs' efficient outreach, local ownership was ensured as local and national authorities took an active part in the programme from the beginning. Another milestone has been the establishment of the national inclusive education network led by the Ministry of Education, which is a direct result of OPDs advocacy efforts. The network has produced an inclusive education advocacy guide to be used by OPDs in their advocacy work. According to the TOFI End of Project Evaluation there is a decrease from 42.9% to 0% from baseline to endline in the proportion of TOFI schools with a "no-very low" rate of inclusion⁶. This is a significant contribution towards outcome (#1230) Improved inclusivity of the education system for children with disabilities. Such improvements have demanded shifts in knowledge and attitude, followed by action and decision-making within the institutional structures contributing towards change on impact level (#1200) "Improved access to quality inclusive pre-primary, primary and secondary education for girls and boys with disabilities".

To strengthen the economic empowerment of persons with disabilities and their families, 1,906 (73 % of target) persons with disabilities and their caregivers were trained in income-generating skills, and 268 (119% of target) persons with disabilities were linked to local savings and credit cooperatives (SACCOs), allowing them access to sustainable credits to start or expand their businesses. TOFI partners further established the Economic Empowerment Advocacy Network, led by the Ministry of Women and Social Affairs, where 93 OPDs received capacity-building on advocacy skills in economic empowerment initiatives for persons with disabilities. This kind of advocacy network is crucial to ensure sustainability, and its reach has contributed to outcome #1330: Improved inclusivity of economic empowerment services, employers and programmes. Additionally, this has contributed to change on impact level #1300 since there was a decrease of 22.4% in

⁶ TOFI End of Project Evaluation (page 31), external evaluation by Miller Jones Consulting

poverty probability for persons living with disabilities according to the TOFI End of Project Evaluation⁷. These actions have created a new acceptance and awareness for persons with disabilities, several of whom have entered into leadership positions and are now seen as role models in their communities.

2.3. Mozambique

The joint efforts by the organisations involved in the TOFI programme have strongly contributed to strengthening awareness and inclusion of persons with disabilities at local, regional, and national levels. Key outcome level results that contribute directly to change at impact level include Mozambique's ratification of the Protocol to the African Charter on Human and Persons' Rights on the Rights of Persons with Disabilities in Africa (2022) and the approval of the Law for the Promotion and Protection of the rights of persons with disabilities by the Parliament in April 2024. These achievements are due to continuous advocacy during the whole programme period and will have a great impact in the lives of persons with disabilities in Mozambique.

In addition, the CRPD shadow report for Mozambique, was presented in Geneva in March 2025. This is the result of a coordinated effort from all partners in Mozambique over a period of more than three years; with data collection, focus group discussions, consultation and writing.

The inclusive education component targeted 22 schools (15 primary and seven secondary) in enrolling children with disabilities. Data from the TOFI End of Project Evaluation shows that the number of enrolled children with disabilities, has increased by 200%, from 396 during baseline to 794 at endline⁸. This impressive result shows clearly that the project has efficiently mobilized schools and the surrounding communities. There is also evidence that the ILA has improved participation and performance in all learning spaces.

Working closely together, the OPDs and the NGOs have established the National Network for Inclusive Education (NNIE), driven by the TOFI programme, and led by the Ministry of Education and Human Development. The network has contributed to developing educational policies in Mozambique and inclusive materials and instruments and has contributed significantly to the inclusion of children and young person with disabilities in the National Education System. This shows that OPDs and NGOs have contributed to change at impact level (#1200).

OPD staff have received training and mentoring from the Enabling Education Network (EENET) to lead the implementation of ILA in the 22 schools targeted by the project. By 2024, TOFI partners were implementing ILA by themselves, proving the success and sustainability of the approach. The school management bodies have become proactive advocates of inclusion within their schools and the surrounding communities, creating a ripple effect beyond the project's targets. Additionally, 18 SITs composed of community leaders, teachers, students, and parents were established. This improved the care and participation of students with disabilities in schools, increasing awareness and inclusion in the school plans.

⁷ TOFI End of Project Evaluation (pages 56-57), external evaluation by Miller Jones Consulting

⁸ TOFI End of Project Evaluation (page 29), external evaluation by Miller Jones Consulting

Furthermore, 1,877 persons with disabilities have been trained in business management and labour rights which is 74% of the target. 2,322 persons with disabilities, 99% of target, joined savings and revolving credit groups, which prepared them to manage their own income and strengthened their businesses. This has led to increased trust and respect from their families and communities and has contributed towards outcome #1310 to improve the ability of persons with disabilities and their parents/caregivers to earn money and manage resources. The savings and credit groups provide a safe learning space, especially for women, breaking down equality barriers, as well as creating important meeting places for socialization and exchange of experiences. The local authorities' engagement on issues related to the economic empowerment of persons with disabilities and their improved understanding of the integration of persons with disabilities are important steps to ensure local ownership and future sustainability.

2.4. Niger

During the programme period, great efforts have been made towards improving the ability of persons with disabilities to participate in decision-making. 411 persons with disabilities, 75% of the target (#1111), have been trained in their rights and how to assert them. 3,359 persons with disabilities, constituting 57% of the target (#1112), were reached due to improved routines, increased staff and training which enabled the OPDs to follow up on relevant political processes regarding disability inclusion. The training in advocacy skills has in turn led to outcome level results, as it allowed the trained OPDs to cooperate with and influence local government actors, as explained below.

In terms of formal coalitions, establishing an inclusive consultation network on education, between state stakeholders and civil society, is one of the significant results of the consortium's annual Forum for Inclusive Education. This important result has contributed towards outcome #1220, where the greatest positive change in capacity to promote inclusivity in the education sector is observed in Niger with an 25% increase, according to the TOFI End of Project Evaluation.⁹ This achievement has eventually contributed towards impact #1100 of improving the ability of persons with disabilities to claim their rights. The TOFI partners' advocacy efforts have led to commitments from government and other important stakeholders, in turn facilitating the participation of persons with disabilities and OPDs in education system management.

Through targeted advocacy, Niger's Federation of People with Disabilities (FNPH) succeeded in making the National Social Protection Policy more inclusive and appropriate. Another important achievement is the official commitment from the Ministry of Education to update and implement The National Strategy to Accelerate School Enrolment for Children with Disabilities. The trained OPDs, together with the NGOs, have placed the inclusion of persons with disabilities on both the national and relevant regional agendas, directly contributing towards outcome #1130 where 18.34% of persons with disabilities (102% of target) participated in decision-making processes, policies and services which in turn contributed towards the impact #1100 of improving the ability of persons with disabilities to claim their rights.

The Niger consortium has worked actively to ensure increased enrolment of children with disabilities including extensive awareness campaigns, which have reached 12,249

⁹ TOFI End of Project Evaluation (page 30), external evaluation by Miller Jones Consulting

individuals (83% of target) in the communities, making parents and caregivers aware of the existence of inclusive education in neighbouring schools. 455 teachers (91% of target) have received comprehensive training in inclusive education, facilitating a better learning environment for children with disabilities, and thus contributed towards outcome #1230: improved inclusivity of the education system for children with disabilities. Accessible schools for all children, regardless of their individual needs, and comprehensive training in inclusive education methodologies, have contributed to the creation of safe school environments where children with disabilities can thrive and access quality education.

In 2021, the consortium started implementing the economic empowerment component and have since trained 487 persons with disabilities (70% of #1312 target) persons with disabilities in income generating skills tailored to market demand, resulting in increased incomes for persons with disabilities, thereby aiding in covering educational and disability-related household expenses. A large majority of these were women. Furthermore, living standards for individuals with disabilities and their families have improved, and spouses of persons with disabilities have been empowered as they have been able to supplement the family finances. According to the TOFI End of Project Evaluation, there was a decrease in poverty probability for persons with disabilities of 15.98% which is a great result in terms of the enhancement of economic empowerment of persons with disabilities and their parents/caregivers (Impact #1300).¹⁰

2.5. Somalia

The unity of the TOFI consortium and the benefits of its joint advocacy led to the enactment of the National Disability Rights Protection Bill in 2024. This is a groundbreaking policy that now serves as the cornerstone for safeguarding and advancing disability rights. Additionally, 16 influential religious leaders were trained in disability inclusion as their guidance and opinions are highly respected and heeded by decision-makers and the communities. This kind of awareness raising on disability inclusion, combined with social media campaigns, has led to a growing interest and inspiration for persons with disability to challenge negative myths and stereotypes. The TOFI consortium engaged with the newly created National Disability Agency to enhance awareness of disability inclusion within national policies. These activities have contributed to increased participation of persons with disabilities in government and private sector, where, for example, 20 youths with physical, visual, or hearing disabilities were offered jobs by local government.

During the project period, the OPDs received capacity building according to gaps identified in their management and governance systems. Their organisational structures were strengthened, and they were trained in gender- and disability inclusivity. OPD staff members also received advocacy training. The TOFI consortium's increased advocacy skills have contributed to the development of policies for school infrastructure, disability, and a revision of the education policy. The NGOs, ADRA (Adventist Development and Relief Agency) and SCI, conducted training of OPDs to ensure that data and tools were inclusive, including disaggregated data on types of disabilities. This comprehensive understanding brought on by the TOFI consortium, by empowering the OPDs and their members on the significance of disability inclusion, has led to inclusion and active participation by persons with disabilities in discussions concerning their rights and needs. The TOFI End of Project Evaluation indicates that 13.07% of persons with disabilities

¹⁰ TOFI End of Project Evaluation (pages 56-57), external evaluation by Miller Jones Consulting

reports knowing their legal rights, pointing towards change at impact level: improved ability of people with disabilities to claim their rights.¹¹

In terms of inclusive education, the endline results revealed that a total of 1,489 children with disabilities were enrolled with a formal student register, reaching 94% of the set target. This is a considerable improvement from baseline of 51 children with disabilities. The OPDs training and continuous advocacy have made the TOFI schools inclusive for children with disabilities with renovated infrastructure and provision of assistive devices. This is a clear indication that the programme has had a great impact on improved access to quality inclusive pre-primary, primary and secondary education for girls and boys with disabilities (Impact #1210). The awareness has ignited hope for many children who were previously left behind, offering them the opportunity to pursue education. Key stakeholders like the Ministry of Education, parents, and communities are aware of the positive effects the project has brought about. The TOFI End of Project Evaluation indicates that there is a decreasing proportion of TOFI target schools with “no-very low” inclusion from 84.6% to 7.6% which would have demanded shifts in knowledge and attitude, followed by action and decision-making within institutional structures, contributing towards outcome #1230 (improved inclusivity of the education system for children with disabilities) which in turn contributes towards the impact of improved access to quality inclusive pre-primary, primary and secondary education for girls and boys with disabilities (Impact #1200).¹² Driven by the needs of the students in the pilot schools, community-led initiatives have emerged, aimed at resource mobilization.

The Ministry of Education’s involvement in discussions on how schools can accommodate to their learners’ needs, and the need for adaption of examination processes to better serve children with disabilities, are important steps towards inclusive education.

2.6. South Sudan

The TOFI programme has played a pivotal role in empowering persons with disabilities in South Sudan since 2020. Through various online advocacy measures that amplified the voices of youth with disabilities, a TOFI Champion group was established to engage youth in spreading messages through social media, which, in turn, led to increased community awareness. The OPDs’ joint advocacy efforts have engaged government officials, community leaders, and various ministries in dialogues, resulting in important commitments such as the Ministry of Gender Equity and Inclusive Education employing persons with disabilities and ensuring accessibility in their offices. These results have clearly contributed to outcome #1110 improved ability of persons with disabilities to participate in local and national decision-making.

As stated in the TOFI End of Project Evaluation, the proportion of persons with disabilities knowing their legal rights increased by 35.86%,¹³ due to Norwegian Church Aid (NCA) and ADRA’s trainings on advocacy skills for OPDs. Such results have contributed directly towards outcome #1120, increased capacity of OPDs to influence local and national decision-making. YGlobal further trained 11 counsellors in Community-Based Psychosocial Support and Child Art Therapy, integrating psychosocial support across all thematic areas

¹¹ TOFI End of Project Evaluation (page 53), external evaluation by Miller Jones Consulting

¹² TOFI End of Project Evaluation (page 32), external evaluation by Miller Jones Consulting

¹³ TOFI End of Project Evaluation (page 53), external evaluation by Miller Jones Consulting

of the TOFI programme, providing a more comprehensive support for persons with disabilities and their caregivers.

Inclusive education efforts implemented by ADRA have increased the enrolment of children with disabilities in the targeted schools. The TOFI End of Project Evaluation shows that there is a 26.5% (11 schools) improvement in the proportion of TOFI target schools that document disability status in the enrolment registers.¹⁴ These achievements are direct results of the community mobilization and awareness created by the TOFI partners among all stakeholders. During the project period, the Strømme Foundation provided 24 primary school teachers with sign language training, allowing them to improve the learning experience of children with hearing impairment. Furthermore, 1,695 members (145% of target) of Parent Teacher Associations (PTA) and School Management Committees (SMC) were trained and have contributed to improving school accessibility, as well as to the development of the school-based inclusive education policy, now adopted as a national policy. Additionally, 787 teachers (103% of target) received ILA training which improved their teaching skills and thus enhanced the academic performance and involvement of the children with disabilities. ADRA established School Inclusion Teams (SITs) in all of their schools and 25 TOFI schools have developed Inclusive School Code of Conduct, which teachers and learners are following. These results have clearly contributed towards outcome #1230 (improved inclusivity of decision-making processes, policies and services) which in turn have contributed towards the impact of improving access to quality inclusive pre-primary, primary and secondary education for girls and boys with disabilities (Impact #1200).

YGlobal conducted comprehensive trainings for persons with disabilities and their caregivers on savings and investment groups reaching 679 persons (206% of target) on market-relevant skills, reaching 793 persons (233% of target), and on employment right and financial management, reaching 937 persons (223% of target). As a result, the proportion of persons with disabilities who reported getting to make decisions about how to use their money increased by 31.20%, and there was a decrease in poverty probability for persons with disabilities of 26.92% according to the TOFI End of Project Evaluation.¹⁵ These results have created a shift in perceptions regarding disability inclusion in the local communities, and a recognition of their valuable contributions to their families and society; a clear contribution towards impact level #1300 to enhance economic empowerment of persons with disabilities and their parents/caregivers.

2.7. Uganda

Uganda is on the right track towards disability inclusion. Recently, the TOFI consortium contributed to the design of a national disability-aggregated census tools and training manuals, ref.art. 31 in CRPD. However, despite the existence of laws and regulations and the ratification of the CRPD, the lack of implementation remains a challenge. To enhance sustainability, youth participation in decision-making has been a priority, with the SHAU Spina Bifida and Hydrocephalus Association of Uganda working to empower this group.

During the project period, TOFI partners led by NAD, influenced the revival of the Disability and Development Steering Committee (DDAC) led by the Ministry of Gender, Labor, and

¹⁴ TOFI End of Project Evaluation (page 28), external evaluation by Miller Jones Consulting

¹⁵ TOFI End of Project Evaluation (page 38, 56), external evaluation by Miller Jones Consulting

Social Development. This provides a platform where OPDs lead national efforts to influence policy and hold government, civil society organisations (CSOs) and the private sector accountable to disability-inclusive programming, whilst best practices are benchmarked. Furthermore, the project has seen increased public expenditure on inclusive service delivery due to the TOFI partners' fierce advocacy efforts. These achievements have contributed towards outcome #1120 and are a direct result of the OPDs increased capacity (14.8 score in OCAT¹⁶ reaching 101% of target) to influence local and national decision making and eventually have contributed to impact #1100 of improving the ability of persons with disabilities to claim their rights.

The TOFI End of Project Evaluation showed a decrease in the proportion of the 92 TOFI target schools with a “no-very low” inclusion from 37.8% to 1.1%.¹⁷ This significant milestone is caused by efficient promotion and implementation of the ILA as well as SHAU's inclusive education strategy, the Ubuntu Bulamu Approach with its peer-to-peer support. This approach uses local knowledge in promoting equity, diversity and inclusion in schools and communities in Uganda. The approach targets teachers, parents and children to strengthen knowledge, attitudes, and teaching practices, and a comprehensive network of individuals with complementary skills and responsibilities to support inclusion in the class, at home and the community. There has been a clear improvement in children with disabilities officially enrolled in TOFI schools from the baseline of 1,199 to the endline of 2,700 children with disabilities with a 225% increase.

A major 2024 accomplishment is that both the Inclusive Learning Approach and the Ubuntu Bulamu model were included in the government's teacher training curriculum reform, directly contributing to the systemic change needed to ensure all learners can access, participate in and progress through education. It will be encouraged for use in all public and private universities as well as in the Teacher Training Institutes in 2024, marking a major step toward nationwide improvement in inclusive teaching practices. In addition, the Strømme Foundation (SF), in collaboration with EENET, developed a mini-module on inclusive early childhood education, adding pre-school education into the ILA. Also, synergies like the distribution of assistive devices to 2,565 children with disabilities, mass awareness, the collaborative establishment of referral pathways for these children and SCI's cash for education initiative increased enrolment. The National Union of Disabled Persons of Uganda (NUDIPU) trained 99 staff members from the Forum for Education NGOs on inclusive education topics enabling the scale up of the ILA to more schools and districts.

TOFI also improved the ability of persons with disabilities and their families and caregivers to enhance their financial capacity and foster their autonomy, empowerment, and inclusion in society. Using the iSAVE model, which targets persons with disabilities while prioritizing women and youth with disabilities, SF and NUDIPU mobilized 11,062 (110% of target) persons with disabilities to join saving groups across five districts. Furthermore, 13,428 (124% of target) persons with disabilities were trained in relevant market skills. Overall, there was a decrease in poverty probability for persons living with disabilities of 7.37% according to the TOFI End of Project Evaluation.¹⁸ These results have clearly contributed

¹⁶ OCAT, Organisational Capacity Assessment Tool

¹⁷ TOFI End of Project Evaluation (page 32), external evaluation by Miller Jones Consulting

¹⁸ TOFI End of Project Evaluation (page 56), external evaluation by Miller Jones Consulting

towards reaching outcome #1310 and has had a positive effect on impact #1300 enhanced economic empowerment of persons with disabilities and their parents/caregivers. Another important advocacy success has been the inclusion of a new objective in the 2023-2028 National Financial Inclusion Strategy “to reduce exclusion and access barriers to formal financial services”. Financial institutions have also integrated social indicators on persons with disabilities in their performance monitoring tools.

2.8. Deviations

TOFI has faced challenges from external disruptions like Covid-19, changing political landscapes, and financial constraints due to inflation and the devaluation of the NOK. However, the organisations managed to adapt, yielding localized successes amidst a complex landscape of socio-economic and political factors. Some challenges like school closures, travel bans, and community gathering prohibitions due to Covid-19, negatively affected the implementation across all thematic areas in the majority of the TOFI countries during the project’s first few years. Additional common deviations have been poor exchange rates of local currencies in relation to NOK, and inflation affecting the programme budgets, making it necessary to adjust or cancel activities. Some examples of deviations in the programme countries are listed below:

- In Mozambique, several delays in the approval of the Law for Promotion and Protection of the Rights of Persons with Disabilities, hindered the approval of the National Plan for Disabilities III. As a countermeasure, funds were reallocated towards advocacy activities promoting the law’s importance.
- Teachers being transferred by the government from TOFI schools to non-TOFI schools in Uganda led to increased expenditures related to the onboarding of new staff, and implementation delays.

3. Risks

The Atlas Alliance has risk management and anti-corruption guidelines that must be complied with by all partners. Each country group has risk management routines to ensure that risks are identified and controlled.

3.1. Risk incidents

Below are some of the main risk incidents that occurred during the project period:

- Flooding kept children out of schools in the towns of Bulagaduud, Baidabo and Beledweyn in Somalia for two months, and destroyed desks, chairs, latrines, and classrooms hampering project implementation. In South Sudan flooding in Twic County, Maradi and other places, resulting both in an inability to reach project schools and in a need for changes in the programme as people were displaced.
- Political instability in the Tigray, Amhara and Oromia regions of Ethiopia has disrupted project implementation, leading to delays and restricted access to sites. To mitigate these challenges, the OPDs adjusted schedules and coordinated activities remotely, prioritizing the safety of staff and beneficiaries. In South Sudan, two TOFI schools in Napak and Farakshika had to be replaced due to insecurity in these areas in order to avoid putting students or TOFI staff at risk.

- The Covid 19 pandemic led to replanning and restructuring of activities due to preventive measures that imposed distancing, limitation, and concentration of person in closed spaces for meetings.
- On 26 July 2023, a coup d'état occurred in Niger and violent attacks on the civil population by non-state armed groups, particularly in the region of Tillabéry was also a problem. Higher focus was placed on mitigating security measures, including strengthened coordination and information sharing with authorities and reduce travel to unsafe areas.
- High inflation and large economic shifts in several countries have led to increased project costs for essentials like fuel, transportation, and accommodation. This resulted in some planned activities being changed or cancelled.
- Staff turnover in several organisations has led to setbacks in both individual organisations and in country groups.
- A deteriorated security situation led to the cancellation of pilot school-teacher trainings in four out of 30 planned schools in Somalia, marking a notable deviation from ADRA's scheduled activities. In South Sudan the security situation worsened with conflicts, frequent armed robberies and attacks. This led to tightened restrictions on movement, increased operational costs, and logistical challenges.

3.2. Cross-cutting issues

Anti-corruption

The Atlas Alliance has zero tolerance for corruption and financial irregularities. The Atlas Alliance maintains an Anti-Corruption Policy and Action Plan, defining roles and responsibilities, and the different elements of anti-corruption measures. The plan outlines interventions for improving anti-corruption efforts at different levels in the value chain.

The Atlas Alliance has developed a set of tools used by the Norwegian organisations for assessing the capacity of implementing organisations, such as the Organisational Capacity Assessment Tool, Due Diligence, Financial Checklist, as well as Management Letters from auditors. These tools are used to identify risks in a wide range of areas, including corruption. Since 2023, all assessment tools are managed in Metis, the Atlas Alliance's project management system. The data makes it easier for us to identify weak areas and compare the findings from countries. Each year all significant findings from Management Letters in all Atlas organisations are reported to the Atlas Alliance secretariat, and improvements are monitored.

Below are examples of concrete measures taken to combat corruption:

- In Somalia, OPDs have undergone introductory training sessions to enhance their management skills and knowledge to prevent potential corruption and resource misuse.
- In Uganda, two joint capacity-building sessions have been conducted in a bid to strengthen local partners' financial systems. After OPD-NGO cross-learning, the OPDs Inclusion Uganda and SHAU have improved their financial systems, for example by adopting cashless transactions.
- TOFI Ethiopia periodically trains their programme staff on the prevention and detection of corruption. The Ethiopian country group has further developed a joint per diem policy to reduce corruption risks. Lessons learned from the disclosure of financial mismanagement in the former lead OPD have been actively shared and discussed to further strengthen the country group members.

- In Niger, partners and stakeholders have had training and capacity building on anti-corruption. Every organization has its own anti-corruption policy signed by all staff members working on Atlas-funded projects.

Climate and environment

The Atlas Alliance has a policy for Climate Change and Environmental Risk, and a checklist for climate and environmental concerns for project planning and implementation. The need for air travel has been reduced through the development of digital tools, establishment of new routines with online sharing of documents and information, online meetings, and an increased reliance on local staff on some projects.

Environmental protection and disaster preparedness has been a priority in all TOFI countries. Below are examples of risks related to climate and environment:

- In South Sudan, the operational context remains unpredictable with extreme weather conditions, environmental degradation, and food insecurity. The TOFI programme has engaged community leaders, youth, and women in dialogue and established common strategies to handle and mitigate climate risks.
- Niger has been heavily impacted by climate change, with both floods and droughts affecting project areas in recent years. As a climate change mitigation measure, 3,000 tree seedlings were planted in and around the programme schools.
- In Somalia, the current drought is the longest and most severe in recent history. TOFI has worked with the Ministry of Education and other partners to enable children to continue their education by offering teacher incentives, scholarships, awareness raising on inclusive education, and supply of assistive devices and learning materials to children with disabilities.

Human rights

Local partners adhere to the principle of 'do no harm' and ensure that their projects do not undermine governments' responsibility to cater to the needs of persons with disabilities. Many projects are seen as disability inclusion pilots that the government can integrate in their standard services. Examples of how the TOFI partners work to address risks related to the human rights situation are listed below:

- In response to Ethiopia's sensitive human rights context combined with a tense security situation in 2022, the consortium took proactive steps amending the program design to avoid exposing persons for risk.
- In Niger, most people have limited access to information about their rights, and limited influence of civil society organisations hinder the effective fulfilment of human rights and fundamental freedoms. The TOFI programme's wholistic approach to empowerment, such as training rights holders on their rights, raising awareness among decision makers, and economic empowerment – can serve as a model that other organisations can duplicate to promote human rights.

Women's rights and gender equality

Women's rights and gender equality are mainstreamed throughout the TOFI programme, and TOFI consortium member organisations adhere to rigorous ethical regulations and policies to avoid exploitation of women, girls, and other vulnerable groups. The Atlas Alliance has a Gender Equality Policy and a Safeguarding and Child Protection policy to ensure that the projects promote fair treatment for girls, boys, women and men, and to

prevent people being exposed to harm. Projects are designed to be gender sensitive, and we gather data disaggregated by gender to help guide project implementation. Examples of how TOFI partners work to address risks related to women's rights and gender equality are listed below:

- Trainings on safeguarding has been provided both online and in country meetings.
- In Uganda, through the iSAVE model, TOFI promotes financial inclusion and participation in leadership for women with disabilities and female parents and caregivers for children with disabilities by encouraging groups to have majority female membership (130%). This has boosted women's ability to participate in decision making procedures at community and district level and is an important measure to mitigate discrimination of women.

3.3. Reported cases of corruption and financial mismanagement 2020-2024

- *The Norwegian Association for Spina Bifida and Hydrocephalus (RHF)* supported the Association of Spina Bifida and Hydrocephalus in Malawi (PASHL). After internal whistleblowing in PASHL, a financial review revealed weaknesses and inadequate internal control. NOK 212,518 has been repaid to Norad.
- *YGlobal* supported the Young Women's Christian Association (YWCA) in South Sudan. Documents with inflated prices, purchases made in violation of the procedures, and weaknesses in the accounts were uncovered. USD 32,298 has been repaid to the project.
- *SOS Children's Villages Norway* supported SOS Children's Villages Zambia. Embezzlement of money that should have been paid to the tax authorities was uncovered, including NOK 29,279 of the Atlas Alliance's funding. The amount has been repaid to Norad.
- *The Norwegian Association for Persons with Intellectual Disabilities (NFU)* supported the Federation of Ethiopian Associations of Persons with *Disabilities (FEAPD)*. Funds were used in breach of regulations and documentation of costs was missing. NOK 196,776 has been repaid to the project.
- *The Norwegian Association for Spina Bifida and Hydrocephalus (RHF)* supports the SHAU *Spina Bifida and Hydrocephalus Association of Uganda*. Cash was not handled according to established routines, and NOK 17,000 disappeared. NOK 17,000 has been repaid to Norad.
- *The Norwegian Association for Persons with Intellectual Disabilities (NFU)* supported *Uganda Parents of Persons with Intellectual Disabilities (UPPID)*. An investigation revealed false receipts, which could not be verified, as well as duplicated salary payments. NOK 125,783 has been repaid to Norad.
- *Signo* supported the *Uganda National Association of the Deaf (UNAD)*. Following whistleblowing, an investigation revealed embezzlement, theft, and missing documentation. NOK 242,604 has been repaid to Norad.

4. Cost-efficiency

The TOFI programme has demonstrated cost efficiency across countries by leveraging collaborative approaches, e-learning platforms when relevant, local engagement, and internal capacity. However, it is important to note that all disability-inclusive activities and projects face challenges related to higher per-participant costs due to the need for additional support. Examples of efforts that improve efficiency are elaborated below:

The TOFI consortiums have strategically utilized internal expertise and optimized travel to reduce expenses. For our baseline and endline surveys, local partners have held the role as study leads and have participated as enumerators collecting data in the field (many of whom were persons with disabilities). This costs less than relying on external, international consultancy firms and ensures local context is accounted for. Importantly, it also allows for capacity building of the implementing partners who are involved in the surveys.

Below are concrete examples of how the TOFI organisations ensure cost-efficiency:

- In Mozambique, the consortium approach and volunteerism have enhanced sustainability and impact. Voluntary efforts, when done under the guidance of professional staff members, ensure added value and strengthened results.
- Uganda integrated local artisans as trainers for youth with disabilities and adopted the Training of Trainers (ToTs) model. This enhanced the quality and reach of vocational training and reduced costs.
- Somalia has effectively used virtual collaboration and joint training sessions to minimize costs, but frequent virtual meetings may impact the quality of engagement and coordination.
- Niger's clear division of responsibilities and online coordination has led to efficient project management. In South Sudan, cost-saving measures like affordable local services and virtual training have proven effective.
- Uganda and South Sudan have achieved cost efficiencies through strategic planning, mass media campaigns, in-sourcing expertise and the use of ToTs which reduced the need for repeated external trainings.

5. Sustainability

For the TOFI consortium, human rights advocacy plays a significant role in ensuring project sustainability. Aligned with our Theory of Change, we believe lasting and sustained change is accomplished through empowering right-holders and demanding that key officials respect and respond to the legitimate claims of laws and conventions. This can be witnessed in the change in legislation, policies, and ratification of several instruments that defend the rights of persons with disabilities in all our TOFI countries. As OPDs are becoming more professional, they have become stronger partners to the government and UN organisations, and some have established partnerships with new donors as a direct result of organisational strengthening.

In Ethiopia, key network members hold permanent positions within government structures and associations that will continue functioning beyond the project. These networks actively contribute to its success, such as shaping the Disability Act. Similarly, in Niger, dialogue with the Ministry of Education promotes sustainability, aligning the programme with national policies and training government officials on disability rights.

In Mozambique, the TOFI programme's close collaboration with local government ensures local ownership beyond the programme's end. Likewise, by involving persons with disabilities directly in their communities, strengthening OPDs and increasing awareness around their rights and needs, local engagement and ownership are achieved.

The TOFI programme has established School Inclusion Teams, Children's Clubs/Rights Advocates, and Community Child Protection Committees in all countries. These groups

have incorporated the programme goals and will continue advocating and promoting disability inclusion in their respective countries upon withdrawal. In South Sudan one TOFI school was picked as the model for inclusive education and the National School-Based Policy on IE was distributed to many schools outside the TOFI project. Another example is the case of ToTs in inclusive education modules who now possess the skills and enthusiasm to ensure ongoing assistance and support to all schools.

Supporting inclusive education systems provides sustainable results at different levels. Across TOFI programme countries, the ILA, along with ToTs and SITs, have fostered school communities with practical skills to promote better inclusion for learners with special education needs and disabilities. An example is Uganda, where the ILA modules have been embedded in the MUNI University teacher training curriculum and adopted by the Uganda Teacher Training Institute, fostering nationwide reach for educators using government resources. SCI and SF have adopted the ILA in their general education programming. The sustainability of knowledge and practice in the continuous improvement of inclusive education depends on effectively utilizing trained personnel. Furthermore, the individual impact of including children with disabilities in schools is life-changing.

The potential to strengthen results after completing the TOFI programme is closely tied to each country's political context.

6. Lessons learned

One of the key lessons learned reported by six programme countries is the cross-organisational collaboration between OPDs and NGOs. This successful collaboration has shown that by working together, the OPDs and NGOs have learned from each other and utilised their comparative advantage to strengthen advocacy, increase reach, and have a bigger impact. Most importantly, the end results have proved to be better and more sustainable than if they had worked separately. In addition, thematic groups have been crucial in fostering information sharing between the members in the consortium, leading to synergetic activity planning, cost-efficiency and assessment.

Below are some examples of lessons learned from the programme:

- Successful disability inclusion must be based on the disability movement's principle of "Nothing About Us Without Us". Involving beneficiaries, communities, and institutions in this programme has proven efficient for both persons with disabilities themselves and as a contribution to systemic change towards inclusive societies.
- Working with diverse partners such as government stakeholders, private companies, and CSOs, has had an immense implication on efficiency, sustainability, and long-term impact of the programme, and has enabled replication of successful strategies in other programmes. One such example is savings groups, which empower persons, and particularly women, with disabilities while also providing opportunities for increased income and status in their communities.
- Niger has experienced how their OPDs' training of persons with disabilities have helped them become empowered right-holders who conduct awareness raising sessions in the communities. This efficient approach has led to attitudinal and behavioral changes and increased enrolment of children with disabilities in the TOFI-supported schools.
- Empowering persons with disabilities to take lead roles has had a profound effect on raising awareness and advocating for disability rights. In Somalia, the restructuring of

school policies has shown the importance of accommodating learners with disabilities beyond the project period. In Uganda, the success of enrolment and retainment of children with disabilities are closely related to a variety of factors like reasonable accommodations, access to assistive devices when needed, trained teachers, and ToTs with its cascade effects. Further, in South Sudan, psychological support of children with disabilities and their parents has proven to help improve school retention and performance.

- Experience from Uganda and other countries has shown the need for sufficient budget for training partners in M&E and adequate time for data entry, are key in ensuring good data quality.
- Engagement in schools and communities requires adaptation to local conditions to be successful. In Uganda, the partners realized that the Washington Group's Set of questions for identifying persons with disabilities was not practical to use in the project, leading to discrepancies in some of the disaggregated data collected. An identification tool tailored to specific local context is needed to overcome this challenge.

Positive externalities between TOFI and Leave No One Behind (LNOB)

The synergies between LNOB (the Atlas Alliance framework agreement) and the TOFI consortium are clear and strong. Even though NGOs are not part of the 2025-2029 framework agreement, the partnerships in the former TOFI countries remain, and the Atlas Alliance will facilitate cooperation and inclusion of TOFI NGO partners in country groups.

7. Evaluation/review

7.1. Evaluations

The TOFI M&E system includes multiple quantitative and qualitative data collection tools used to conduct evaluation studies to measure change at outcome and impact level, as per the results framework. These include a Community Survey (CS)¹⁹, Inclusive Education Assessment (IEA), Focus group discussions, the Organisational Capacity Assessment Tool (OCAT), and Most Significant Change. The OPDs and NGOs that are part of TOFI have been actively involved in developing the tools and managing the studies. At the start of the TOFI programme comprehensive baseline studies were carried out in each of the TOFI countries to collect baseline data in all schools targeted by the project, in a large sample of communities in each country, and with every OPD targeted under the TOFI project. Key recommendations, relevant for each individual TOFI country, were included in the baseline reports. In 2022, we commissioned a midline evaluation and researchers from the Norwegian Institute of Urban and Regional Research (NIBR)/Oslo Met conducted surveys and interviews with consortium members. Their findings provided us with recommendations relevant to strengthen the coordination of TOFI and the M&E system which the Atlas Alliance secretariat has used to improve our communication across the consortium and to provide more tailored capacity building as related to the M&E tools and system. In 2024 a comprehensive endline mixed methods study was carried out. The Study measured the indicators defined as impacts and outcomes in the TOFI project Results Framework, in addition to several output level indicators. The TOFI endline study included the use of Most

¹⁹ The Community Survey is a quantitative survey conducted with persons with disabilities (18 years and above) and persons without disabilities by administering a standard questionnaire. The questionnaire is based on and adapted from the Washington Group Short Set – Enhanced questions, the WHO Community Based Rehabilitation (CBR) Survey (Livelihood, Social and Empowerment Components) the Poverty Probability Index⁵ and additional questions to inform agreed-upon indicators

Significant (MSC) change technique which is a process that involves the collection of significant change (SC) stories emanating from the field level, and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. More than 1000 stories were collected across the TOFI countries and the most significant of these are featured in the TOFI Endline findings report. The MSC approach has provided us with a rich source of qualitative data and a solid understanding of key results of TOFI and is relevant in our communication about the project.

In 2024, an end of project evaluation was commissioned to assess the extent to which TOFI had achieved its stated objectives in line with the TOFI results framework. The evaluation was structured around the OECD-DAC criteria of relevance, coherence, effectiveness, impact and sustainability. Additionally, the evaluation aimed to identify and document lessons learned and best practices across different countries, as well as the added value of TOFI's joint consortium approach. The evaluation found positive results and progress towards intended outcomes in each component area. The average-treatment-effect analysis for both impact and outcome level indicators demonstrated the magnitude of change associated with the project interventions. The evaluation found the programming to promote and support persons with disabilities in realizing their rights as highly relevant. Further, that the design of the components was relevant for promoting and supporting persons with disabilities in accordance with local realities. The evaluation also found that TOFI used evidence-based interventions, including working with both women and men, combining economic and social empowerment for persons with disabilities, and engaging community members to shift harmful attitudes, roles and social norms. It also found that there was coherence and compatibility in the project interventions with government and non-government actors in the same context, with external coherence more evident than internal coherence. Despite some operational challenges, such as coordination, communication, and clear roles, the TOFI Consortium model, specifically the partnership between Norwegian NGOs and OPDs, was found to be successful and added value to the implementation of TOFI Interventions in all TOFI countries.²⁰

7.2. Monitoring and evaluation (M&E)

Monitoring and Evaluation (M&E) has been integral to TOFI throughout the project period. The tools used have been tested and tailored to individual countries' context and the Atlas Alliance secretariat has worked to continuously improve the tools to ensure that they respond to our needs and requirements. As a result of our efforts in this area we now have multiple tools and lessons learned that we can continue to draw on in the next project period. Alongside the standardized tools (see 7.1), we have introduced a comprehensive and blended approach to capacity building on M&E.

Routine Monitoring

In addition to our survey tools, we have developed a digital routine monitoring tool (RMT) to help with the overall monitoring of the project, measure the reach of the project, all while minimising the risk of double counting. The RMT has facilitated the reporting progress of such a complex programme. However, there have been many challenges with rolling out the tool. These have mainly been related to the capacity of partners, not enough training provided, challenges with technical support and licensing. The rollout of RMT in all TOFI

²⁰ TOFI End of Project Evaluation (pages 15...60), external evaluation by Miller Jones Consulting

countries and the feedback we have collected from partners along the way has given us a better understanding of pitfalls, problems, and opportunities for using digital tools to manage results which will be useful as lessons learned.

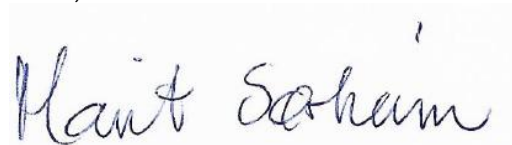
7.3 Learning

Through the focus on M&E, our aim has been to move towards a more knowledge-based approach to our work. With the aim to ensure better use of all the data collected under the program, the Atlas Alliance secretariat has conducted various training courses for all partners and developed and distributed M&E-related guidance documents, organised dissemination sessions and extensive data review sessions. In December 2023, the Atlas Alliance organised an in-depth M&E workshop where M&E staff from local partners were invited to Oslo from Uganda, Mozambique and Ethiopia, facilitating peer-to-peer and cross-country support. In addition to live webinars and face-to-face trainings, we have developed an e-learning platform with over 300 current users and where users may download or revisit M&E training as needed.

8. Date and attestation

I am authorised to enter into legally binding agreements on behalf of the grant recipient and attest that to the best of my knowledge and belief the information given in this report is correct.

Oslo, 08.07.2025



Marit Sørheim
Executive Director

Annexes:

- Annex 1 Atlas Alliance – Annual Organizational Report (Styrets årsberetning) 2024
- Annex 2 Atlas Alliance – Annual Accounts 2024
- Annex 3 Atlas Alliance Uavhengige revisors beretning 2024
- Annex 4 RAF-19-0044 Together for Inclusion – Results Report 2020-2024
- Annex 5 RAF-19-0044 Samletabell 2024
- Annex 6 RAF-19-0044 Avviksbrev årsregnskap 2024 vs. budsjettrevisjon 3
- Annex 7 RAF-19-0044 Prosjektregnskap 2024
- Annex 8 QZA-19-0256 og RAF-19-0044 Management Letter 2024
- Annex 9 RAF-19-0044 Uavhengig revisors beretning 2024
- Annex 10 Results achievement for Civil Society Support
- Annex 11 Consolidated list of assets
- Annex 12 TOFI Endline Findings Report
- Annex 13 TOFI End of Project Evaluation

