
Education for Development Association (EfDA) end line report

MFS II country evaluations, Civil Society component

Dieuwke Klaver¹
Judith Jacobs¹
Marloes Hofstede

Wondwosen Terefa²
Helen Getaw²
Dereje Getu²

¹ Centre for Development Innovation, Wageningen UR

² International Food Policy Research Institute

Centre for Development Innovation
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This report describes the findings of the end line assessment of the Ethiopian Education for Development Association (EfDA) that is a partner of Edukans Foundation under the Connect4Change (C4C) Consortium.

The evaluation was commissioned by NWO-WOTRO, the Netherlands Organisation for Scientific Research in the Netherlands and is part of the programmatic evaluation of the Co-Financing System - MFS II financed by the Dutch Government, whose overall aim is to strengthen civil society in the South as a building block for structural poverty reduction. Apart from assessing impact on MDGs, the evaluation also assesses the contribution of the Dutch Co-Funding Agencies to strengthen the capacities of their Southern Partners, as well as the contribution of these partners towards building a vibrant civil society arena.

This report assesses EfDA's contribution towards strengthening Civil Society in Ethiopia and it used the CIVICUS analytical framework. It is a follow-up of a baseline study conducted in 2012. Key questions that are being answered comprise changes in the five CIVICUS dimensions to which EfDA contributed; the nature of its contribution; the relevance of the contribution made and an identification of factors that explain EfDA's role in civil society strengthening.

Keywords: Civil Society, CIVICUS, theory based evaluation, process-tracing



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List of abbreviations and acronyms

ABE	Alternative Basic Education
BEA-E	Basic Education Association – Ethiopia
BEQIP	Basic Education Quality Improvement programme
BSI	Basic Capabilities Index
C4C	Connect for Change
CCRDA	Consortium of Christian Relief and Development Association
CDI	Centre for Development Innovation, Wageningen UR
CFAs	Co-Financing Agencies
CFO	Co-Financing Organisations
CMC	Centre Management Committee
CS	Civil Society
DEC	Development Expertise Centre
EfDA	Education for Development Association
EMIS	Educational Management and Information System
ESAP	Ethiopian Social Accountability Program
ETP	Education and Training Policy
GSTL	School of Teaching and Learning
GTP	Growth and Transformation Plan
HDI	Human Development Index
ICT	Information Communication Technology
IICD	International Institute for Communication and Development
IFPRI	International Food Policy Research Institute
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MOE	Ministry of Education
MoFA	Ministry of Foreign Affairs
MFS	Dutch co-financing system
NeCSOO	Networks of Civil Society Organisations of Oromia
NFE	Non-formal education
NGO	Non-Governmental Organisation
PCF	Pestalozzi Children’s Foundation
PIT	Programme Implementation Team
PTA	Parent Teacher Association
REB	Regional Education Bureaus
SERF	Social and Economic Rights Fulfilment Index
SMC	School Management Committee
SPO	Southern Partner Organisation
ToC	Theory of Change
TTC	Teacher Training Schools
Wageningen UR	Wageningen University & Research centre
5 C	Capacity development model which focuses on 5 core capabilities

1 Introduction

This report presents the civil society end line findings of the Education for Development Foundation (EfDA) in Ethiopia which is a partner of Edukans Foundation under the Connect4Change (C4C) consortium. It is a follow-up to the baseline assessment that was carried out in 2012. According to the information provided during the baseline study EfDA is working on MDG 2, Education and the introduction of ICT in schools with IICD and ICCO.

These findings are part of the overall evaluation of the joint MFS II evaluations to account for results of MFS II-funded or –co-funded development interventions implemented by Dutch CFAs and/or their Southern Partner Organisations (SPO) and to contribute to the improvement of future development interventions. The civil society evaluation uses the CIVICUS framework and seeks to answer the following questions:

- What are the changes in civil society in the 2012-2014 period, with particular focus on the relevant MDGs & themes in the selected country?
- To what degree are the changes identified attributable to the development interventions of the Southern partners of the MFS II consortia (i.e. measuring effectiveness)?
- What is the relevance of these changes?
- What factors explain the findings drawn from the questions above?

The CIVICUS framework that comprises five dimensions (civic engagement, level of organization, practice of values, perception of impact and contexts influencing agency by civil society in general) has been used to orient the evaluation methodology.

Changes in the civil society arena of the SPO

In the 2012 – 2014 period the two most important changes that took place in the civil society arena of EfDA are the following:

- Communities have become more committed to and aware of the importance of education, as a consequence of which they have started to build new classrooms with their own effort.
- Communities are now said to request the government to improve the school education system in other schools than those supported by EfDA, as well as to provide internet services for improved teaching learning.
- School management boards are said to be satisfied with the support provided by EfDA
- An improved awareness of the district administration that “educating girls is educating households”, has become the motto of many schools and communities.

Most changes reported in relation to the C4C project do not in the first place relate to changes in Civil Society. Where ICT is being introduced it has helped to introduce further active learning methods, improve school management, and provide student access to computers.

These findings were obtained through an analysis of documents, a workshop and follow-up interviews with EfDA, interviews with external resources persons working in civil society organisations are related to EfDA, and public or private sector agents.

Contribution analysis

Based upon an analysis of the projects and programmes financed by the Dutch CFAs a selection was made of SPOs to be included in an in-depth process tracing trajectory and those to be included for a quick contribution assessment. EFDA was selected for a quick assessment.

Outcomes directly related to the introduction of ICT in schools are; improved learning teaching methodologies being used, improved school management and the use of computers by students, and: communities are said to request their local administration for ICT equipment in other schools. Apart from these, teachers have improved their competencies in using active-learning methods due to a combination

of both the ICT and the education project. These outcomes do however not relate to changes in civil society.

More civil society related outcomes but not to be attributed to the C4C project consist of schools increasingly taking into account gender differences, and emphasise the importance of education for girls. Furthermore some communities have started to take ownership of the education project and start building their own class rooms, ask their local government for good quality education and ICT equipment for schools.

Relevance

Interviews with staff of EfDA with external resource person, with the liaison officer of ICCD, as well as contextual information helped to assess the relevance of EfDA's interventions in terms of; its Theory of Change (ToC) for Civil Society (SC) as designed during the baseline study; the context in which EfDA is operating; the CS policies of C4C.

Changes attributed to the ICT project are not (yet) relevant in the light of the Theory of Change constructed in 2012, which aims at 'capacitating civil societies to have an active role in ensuring accessibility and quality of education for children'. This implies strengthening the school management board, Parent Teacher Associations and school clubs. Those structures have only benefitted to a limited extent of the C4C project.

With regards to the context in which EfDA is operating, we observe that support to the education sector is very relevant in the light of national policies but that uptake by the government for ICT in education is low because they do not have the financial means for ICT. Apart from this many schools do not have access to electricity and they have other conditions to be fulfilled before they can think of providing good quality education.

The changes achieved are not yet relevant for C4C who aims to contribute to civil society building by means of creating networks of local partners to influence policies in favour of ICT4Development.

Explaining factors

The information related to factors that explain the above findings was collected at the same time as the data were gathered for the previous questions. The evaluation team looked at internal factors within EfDA, the external context in which it operates and the relations between EfDA and C4C and IICD.

The most important explaining factors that possibly explain the outcomes achieved are: EfDA's core business being education and in the second place ICT; its weak management and organisation capacity; conditions such as electricity and basic conditions for good education that need to be fulfilled before ICT can strengthen the quality of education, and; the increased trust between the SPOs involved in the C4C project and IICD, that enhanced mutual learning.

The following chapter briefly describes the political context, the civil society context and the relevant background with regards to the Health sector that EfDA is working on. Chapter three provides background information on EfDA, the relation of its MFS II interventions with the CIVICUS framework and specific information on the contract with Edukans. An evaluation methodology has been developed for the evaluation of the Civil Society component which can be found in appendix 2; however, deviations from this methodology, the choices made with regards to the selection of the outcomes for contribution analysis, as well as difficulties encountered during data collection are to be found in chapter 4. The answers to each of the evaluation questions are being presented in chapter 5, followed by a discussion on the general project design in relation to CS development; an assessment of what elements of the project design may possibly work in other contexts or be implemented by other organisations in chapter 6. Conclusions are presented in chapter 7.

2 Context

This paragraph briefly describes the context EfDA is working in.

2.1 Political context

The Ethiopian Government has enacted a five year Growth and Transformation Plan (GTP) to implement over the period of 2011-2015.¹ Two of the major objectives of the plan are to maintain at least an average real GDP growth rate of 11%, meet the Millennium Development goals, and expand and ensure the qualities of education and health services thereby achieving the MDGs in the social sectors (FDRE, 2010). The government acknowledged that NGO's and CSO have an important role to play in the implementation of this plan: According to the preamble of the new charities and societies proclamation NO. 621/2009 of Ethiopia, civil society's role is to help and facilitate in the overall development of the country². This is manifested in the government's approach of participatory development planning procedures. For example, NGOs established a taskforce under the umbrella of the CCRDA to take part in the formulation of the country's first Poverty Reduction Strategy paper formulation. They were a major stakeholder in the planning process of the five year GTP plan. Despite fears that the NO. 621/2009 proclamation was thought to have negative impacts on Civil Society, the number of newly registered charities and societies have increased considerably. 800 new charities and civil societies were registered between 2010/11 and 2011/12 and as of February 2012, these were implementing over 113.916 projects in different social, economic and governance related sectors. Governance related projects comprise interventions in the area of democracy and good governance, peace and security, human rights, justice, and capacity building. The charities and societies are most engaged in the health sector (19.8%), followed by child affairs (11.9%), education (9.2%), governance (8.3%) and other social issues (7.8%). These figures are more or less similar to the pre-proclamation period, and would imply that new charities or societies have replaced foreign and Ethiopian charities that are not allowed to work on sectors related to governance and human rights.³ This might indicate that there might have been some flexibility in the interpretation of some of the provisions of the proclamation.

2.2 Civil Society context

This section describes the civil society context in Ethiopia that is not SPO specific. The socioeconomic, socio-political, and sociocultural context can have marked consequences for civil society, perhaps more significantly at the lower levels of social development. The information used is in line with the information used by CIVICUS.⁴

¹ November 2010, *Growth and Transformation Plan 2011 – 2015*, Ministry of Finance and Economic Development, (November 2010), Federal Democratic Republic of Ethiopia

² February 2009, *Charities and Societies Proclamation (proc. no.621/2009)*, Federal Negarit Gazeta, Federal Democratic Republic of Ethiopia

³ UNDP, January 2014, *Civic Engagement for Effective Service Delivery in Ethiopia: Tools, Opportunities and Challenges*, UNDP Ethiopia Working Paper Series No. 2/2014

⁴ Mati J.M., Silva F., Anderson T., April 2010, *Assessing and Strengthening Civil Society Worldwide; An updated programme description of the CIVICUS Civil Society Index: Phase 2008 to 2010.*, CIVICUS

2.2.1 Socio-economic context

Table 1

Ethiopia's rank on respectively the Human Development Index, World Bank Voice and Accountability Index and Failed State Index

Ranking Body	Rank	Ranking Scale (best – worst possible)
UN Human Development Index	173 (2013)	1 – 187
World Bank Voice & Accountability Indicators	12 (2012)	100 – 0
Failed State Index	19 (2013)	177 – 1

Sources: UNDP, World Bank Governance Indicators, and Fund for Peace

The Human Development Index (HDI) is a summary measure for assessing long-term progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living.⁵ Ethiopia's HDI value for 2013 is 0.435— which is in the low human development category—positioning the country at 173 out of 187 countries and territories. Between 2000 and 2013, Ethiopia's HDI value increased from 0.284 to 0.435, an increase of 53.2 percent or an average annual increase of about 3.34 percent.

An alternative non-monetary measure of poverty and well-being is the Basic Capabilities Index (BSI). This index is based on key human capabilities that are indispensable for survival and human dignity.⁶ Ethiopia falls with a BCI of 58 in the critical BCI category, which means the country faces major obstacles to achieving well-being for the population. 10% of children born alive do not grow to be five years old, only 6 % of women are attended by skilled health personnel and only 33% of school age children are enrolled in education and attain five years of schooling.

Ethiopia scores relatively low on the Social and Economic Rights Fulfilment Index (SERF Index)⁷. In 2012 Ethiopia is only protecting 58.10% of all its social and economic rights feasible given its resources, and the situation has worsened between 2010 and 2012. Especially the right to food and the right to housing remain problematic.

The Transparency International's Global Corruption Barometer survey shows how 1,000 Ethiopian people assess corruption and bribery in their home country: A low score indicates that a country is perceived as highly corrupt, while a high score indicates that a country is perceived as very clean. Ethiopia has a Corruption Perception Index score of 3.3 out of 10 in 2014, which places the country on position 110 out of 174 countries.⁸ Survey participants were furthermore asked to rate their perceptions of corruption within major institutions in their home country on a scale of 1 to 5, 5 being most corrupt and 1 being least corrupt⁹. With a range of perceived corruption scores from around 2 (military, education and NGO's) to over 3 (private sector, public officials, and judiciary), most major institutions are perceived as corrupt.

Ethiopia's economic freedom score in 2014 is 50.0, making its economy the 151st freest out of 174 countries in the 2014 Index. Its 2014 score is 0.6 point higher than in 2013 due to improvements in five

⁵ A long and healthy life is measured by life expectancy. Access to knowledge is measured by: i) mean years of education among the adult population, which is the average number of years of education received in a life-time by people aged 25 years and older; and ii) expected years of schooling for children of school-entry age, which is the total number of years of schooling a child of school-entry age can expect to receive if prevailing patterns of age-specific enrolment rates stay the same throughout the child's life. Standard of living is measured by Gross National Income (GNI) per capita expressed in constant 2011 international dollars converted using purchasing power parity (PPP) rates.

⁶ http://www.socialwatch.org/sites/default/files/BCI-MeasuringProgress2012_eng.pdf

⁷ http://www.socialwatch.org/sites/default/files/SERF2012_eng.pdf

⁸ <http://www.transparency.org/country/#ETH>

⁹ <http://www.transparency.org/gcb2013/country/?country=ethiopia>

of the 10 economic freedoms, including business freedom, labour freedom, and fiscal freedom. Ethiopia is ranked 35th out of 46 countries in the Sub-Saharan Africa region, and its overall score continues to be below the regional average.¹⁰

2.2.2 Socio-political context

In February 2009, the Government adopted the NO. 621/2009 Proclamation which is Ethiopia’s first comprehensive law governing the registration and regulation of NGOs. This law violates international standards relating to the freedom of association. Notably, the Proclamation restricts NGOs that receive more than 10% of their financing from foreign sources from engaging in essentially all human rights and advocacy activities.

The UN Special Rapporteur on the rights to freedom of peaceful assembly and of association, Mr. Maina Kiai, has commented that “The enforcement of these provisions has a devastating impact on individuals’ ability to form and operate associations effectively, and has been the subject of serious alarms expressed by several United Nations treaty bodies.” Mr. Kiai went on to recommend that “the Government revise the 2009 CSO law due to its lack of compliance with international norms and standards related to freedom of association, notably with respect to access to funding”.¹¹ The Ethiopian Proclamation may effectively silence civil society in Ethiopia by starving NGOs of resources, and thus essentially extinguish their right to expression.¹²

In November 2011, the Ethiopian Charities and Societies Agency issued the Guideline on Determining the Administrative and Operational Costs of CSOs, which is applicable to all charities and societies (international and domestic). Retroactive to July 2011, when approved by the Agency without any consultation with organizations or donors, the “70/30” regulation limits administrative costs for all charities and societies to a maximum of 30% of their budgets.¹³

Freedom of assembly and association are guaranteed by the constitution but limited in practice. Organizers of large public meetings must request permission from the authorities 48 hours in advance. Applications by opposition groups are routinely denied. Peaceful demonstrations were held outside mosques in July 2012, but the security forces responded violently, detaining protestors, including several prominent Muslim leaders. A total of 29 Muslims were eventually charged with offences under the antiterrorism law. They were awaiting trial at year’s end.¹⁴

Table 2
Ethiopia’s rank on respectively the World Bank Rule of Law Index, Transparency International Perception of Corruption Index and Freedom House’s Ratings of Freedom

Ranking Body	Rank	Ranking Scale (best – worst possible)
World Bank Rule of Law Index	31 (2012)	100 – 0
Transparency International perception of corruption index	111 (2013)	1 – 178
Freedom House: Freedom in the World	Status: Not Free Political Rights: 6 Civil Liberties: 6 (2014)	Free/Partly Free/Not Free 1 – 7 1 – 7

Sources: World Bank Governance Indicators, Transparency International and Freedom House

Freedom House evaluates the state of freedom in 195 countries annually. In 2014, Ethiopia scored a 6 on both the political rights and civil liberties ratings, indicating that the country is neither politically free nor

¹⁰ <http://www.heritage.org/index/pdf/2014/countries/ethiopia.pdf>
¹¹ see UN Human Rights Council, Report of the Special Rapporteur on the rights to freedom of peaceful assembly and of association, Maina Kiai, April 24, 2013.
¹² <http://www.icnl.org/research/monitor/ethiopia.html>
¹³ Idem
¹⁴ Idem

performing on protecting civil rights.¹⁵ Its total aggregate scores from the Freedom House Index decreased with 15 points in the 2008-2012 period.¹⁶

The media are dominated by state-owned broadcasters and government-oriented newspapers. One of the few independent papers in the capital, Addis Neger, closed in 2009, claiming harassment by the authorities. Privately-owned papers tend to steer clear of political issues and have low circulations. A 2008 media law criminalizes defamation and allows prosecutors to seize material before publication in the name of national security¹⁷.

Trade union rights are tightly restricted. All unions must be registered, and the government retains the authority to cancel registration. Two-thirds of union members belong to organizations affiliated with the Confederation of Ethiopian Trade Unions, which is under government influence. Independent unions face harassment. There has not been a legal strike since 1993.

Women are relatively well represented in Parliament, having won 152 seats in the lower house in the 2010 elections. Legislation protects women's rights, but they are routinely violated in practice. Enforcement of the law against rape and domestic abuse is patchy, with cases routinely stalling in the courts. Forced child labour is a significant problem, particularly in the agricultural sector. Same-sex sexual activity is prohibited by law and punishable with imprisonment.¹⁸

2.2.3 Socio-cultural context

The World Values Survey Wave 2005-2009 asked 1500 Ethiopians the question: "Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?" Out of 1500 respondents, only 21,4 % stated that most people can be trusted. 66,2% indicated they needed to be very careful.¹⁹ Additionally, only 36,1% of the respondents mentioned 'tolerance and respect for other people' as a quality that needs to be encouraged to learn children at home.²⁰ 74% of the respondents think that churches are giving adequate answers to people's spiritual needs.²¹

2.3 Civil Society context issues with regards to the MDG

The activities in the education sector are since 2010/11 directed by the fourth Education Sector Development Program (ESDP IV), which is part of a twenty-year education sector indicative plan, within the framework of the Education and Training Policy (ETP). The ETP was adopted in 1994 as the country's new constitution became effective and among the important changes which came with it was that education administration was decentralized to the regional states (MOE 2010/2011). The Ministry of Education (MOE) has a coordinating role in the provision of education, and sets forward frameworks and policies while the regions are the main implementers and they control the financing of education.

Primary education is the highest priority for the government and receives the highest share from the total estimated expenditure of ESDP IV (MOE 2010/2011). The federal ministry funds regional governments which allocate funds to Regional Education Bureaus (REBs) which in turn allocate funds to Zonal Education Bureaus (ZEB). Regions have a great deal of discretion in allocating funding to education and in choosing priorities and strategies. In a separate funding stream, the regional councils directly allocate funding to the woreda administrations through block grants and these also have a large amount of discretion in how to allocate these grants. The majority of the woreda block grants, ranging from 33 %

¹⁵ Puddington, Arch (2013) <https://freedomhouse.org/report/freedom-world/2014/ethiopia-0>

¹⁶ <http://www.freedomhouse.org/sites/default/files/FIW%202013%20Booklet.pdf>

¹⁷ Puddington, Arch (2013) <https://freedomhouse.org/report/freedom-world/2014/ethiopia-0>

¹⁸ Idem

¹⁹ <http://www.worldvaluessurvey.org/WVSONline.jsp>

²⁰ Idem

²¹ Idem

to 66 %, usually go to education, with most of the resources being spent on teachers' salaries. The non-salary budget per student is small.

In recent years, the Ethiopian educational authorities, like governments in several other developing countries have embraced Alternative Basic Education (ABE) programs in an attempt to achieve Education for All. The ABE program is a condensed version of the first cycle of formal primary school (grades 1-4) and is a variation of Non-formal education (NFE) with features similar to the 'community school' approach to education. In 2005/06 the Gross Enrolment Ratio in ABE was at least 5,5 % in Ethiopia and a steadily increasing share of the school age population is enrolled in the program²²

In the last five years the number of primary school children has grown from 15,340,786 in 2007/08 to 16,989,784 in 2011/12 showing an 11.0% growth over the same period of time for both boys and girls (MOE 2012). Despite the remarkable growth, the education system is challenged by significant dropout rates and high number of out-of school children. Reaching out the most marginalized out-of-school children which includes children who are in the remotest parts of the country, children from pastoral communities, children who are in food insecure and conflict prone areas and those children who are in difficult circumstance (such as children with disabilities, trafficked children, street children, victims of child labour, etc.) is the most challenging aspect of expanding primary education opportunities. Out-of-school children are found all over Ethiopia. According to the MOE (EMIS:2010), there were 3,015,350 out of school children in Ethiopia making 17.8% of the total primary school age children in the country.²³

In an effort to reduce poverty and enhance decentralized public service delivery to the poor, the Government of Ethiopia, with the support of International Development Partners, embarked on a project known as the Protection of Basic Social Services in 2006. The PBS program piloted a social accountability initiative in 2006 that helped empower citizens to voice their needs and demands relating to basic public services. In the context of PBS, Social Accountability can be understood as the processes by which ordinary citizens, who are the users of public services, voice their needs, preferences and demands regarding public services; it also brings citizens into dialogue with local governments and service providers to contribute to improved quality public basic services through joint action plans. The Ethiopian Social Accountability Program 1 (ESAP 1) aimed to empower Ethiopia's poor so that they may voice their concerns and priorities over access to basic services – water, sanitation, health, education and agriculture. ESAP1 ended on June 30, 2009, and an independent evaluation was conducted as basis for a new phase. The evaluation revealed that use of appropriate social accountability mechanisms can work in Ethiopia and have beneficial outcomes for the actors involved as well as for the quality of basic services. As a component of PBS 2, the government launched the Ethiopia Social Accountability Program 2 (ESAP2) in February 2012. Working through civil society organizations, ESAP2 tries to bring local governments and service providers into dialogue with citizens and community organizations as an important step in working together in providing better quality public basic services.²⁴

²² <https://www.duo.uio.no/handle/10852/31206>

²³ Berhanu Berke, Debebe Ero. September 2013. Awareness Raising Activities And Strategies: Ethiopia Research in Support of the Learning Agenda under the Child & Development Alliance, final report Addis Ababa, Ethiopia

²⁴ <http://esap2.org.et/>

3 Description of EfDA and its contribution to civil society/policy changes

3.1 Background of EfDA

Education for Development Association (EfDA) is a national NGO established in 1999. Pestalozzi children's Foundation (PCF) was the primary supporter in the establishment of EfDA and some of the founders of the organization were staffs of PCF. Accordingly, most of the strategic objectives of EfDA are in line with that of PCF's.

Its vision is to see a literate, self-confident and productive community that is capable of solving their economic, social and environmental problems. For this to happen, EfDA wants to fill the gap in information, resources and technical skills that are needed to by communities to manage their own life and environment. As they work mostly in the field of educational activities, their main vision is to increase knowledge and skills of both teachers and students.

EfDA is working in Oromia Regional State in Jimma Horro, (East Wallaga Zone), Waliso (South West Shawa Zone) and Sululta (North Shawa). Apart from this state it is also intervening in Gumuz Regional State in Mao Komo Beneshangul (MK special Zone). It has project offices and training centres in Shambo and Woliso.

EfDA has accumulated good practices in the education sector and counts 40 staff members.

3.1 MFS II interventions related to Civil Society

The current project in which EfDA is involved with Edukans and IICD is "Improving the Teaching-Learning Processes and Educational Management through ICT (2011-2015)" in the Sululta district in Oromia state. This project is being coordinated by DEC (Development Expertise Centre), a local office for Edukans Foundation, and the Graduate School of Teaching and Learning (GSTL) of the University of Amsterdam (The Netherlands) in collaboration with the education line ministry and regional bureaus. A previous phase started in 2008 for three years with the name: 'Basic Education Quality Improvement programme (BEQIP)' in some selected primary schools in Amhara and Oromia Regional States in Ethiopia using digital video as ICT tools.

The general objective of the programme is to contribute towards quality in primary education through an improvement of teaching learning processes and enhancing educational managements. The programme has three components:

- Poverty alleviation, which aims to increase students' performance in schools and foresees interventions to improve the competencies of the teachers.
- Strengthening of CSO's, aiming to improve the leadership in 78 institutions, comprising Teacher Training Colleges, NGOs including EfDA and CBOs. These three categories are in charge of implementing the project.
- Persuasive Works, aiming to increase the awareness of a wide range of government officials from education offices at national regional, zonal and district level with regards to the use of ICT in education.

The programme initially was implemented by 4 NGOs, 3 Teacher Training Schools (TTC) and 4 CBOs in 3 regional states (Afar, Amhara and Oromia). Together these partners support 55 schools. EfDA is one of the NGOs and in charge of 5 schools. The programme is currently working with 75 schools and being

implemented by 8 NGOs and the 3 TTCs and 4 CBOs, including those that are partnering in the Amhara cluster.

EfDA's main interventions in relation to civil society would relate to the third component, that of the persuasive works, which relates to the CIVICUS dimension 'perception of impact' and in particular that of collaborating and influencing public sector actors.

Another relation with civil society is the collaboration between the NGOs and the CBOs (and the Teacher Training Schools who are not part of civil society). This would refer to CIVICUS' dimension of 'level of organisation'.

Apart from this no other aspects relate to civil society.

3.2 Basic information

Table 3: basic information on EfDA

Name of SPO	Education for Development Association (EfDA)			
Consortium and CFA	Connect 4 Change, Edukans Foundation and IICD			
Project name	Improving the Teaching-Learning Processes and Educational Management through ICT			
MDG/theme on which the CS evaluation focusses	Education			
Start date of cooperation between the CFA and the SPO	October 2011			
Other donors if applicable	Pestalozzi Children Foundation Roger Federer Foundation			
Contracts signed in the MFS II period	Period	# months	Total budget	Estimation of % for Civil Society
First Phase of the project	October 2011 – December 2015	51	€ 576.714	27-34 %
Second Phase of the Project			€ 30.000	
Total			€ 606.714	

Sources: project documents

4 Data collection and analytical approach

The evaluation question concerning change was conducted without any methodological adjustment. The evaluation team was able to collect all relevant information through workshop, document review, and interviews both at the head office of the SPO as well as from various stakeholders in the field. Thus, the approach has not required methodological adjustments of any kind. The information obtained from the SPO which was attested by the stakeholders stressed that the SPO particularly operates and brought noticeable changes in civic engagement and networking civil society orientations. As a result the study analysed the changes occurred in these two dimensions.

The SPO formed a network with other NGOs through a cluster approach. The aim of doing so was to improve its capacity through experience and resource sharing as well as enhance its visibility among the various actors. Hence, this evaluation analysed to what extent the networking resulted in an improved capacity of the SPO and facilitated its activity. With regard to civic engagement EfDA engages with schools with the interest of creating access to quality education and improving the academic performance of targeted students. The evaluation examined how successful the SPO has been in these aspects. Generally speaking the SPO was collaborative in the whole process. But the presence of several meetings in the various public offices and poor documentation had challenged the data collection to some extent.

5 Results

5.1 Results obtained in relation to intervention logic

As mentioned in chapter 3, the objectives of the C4C programme are based on three strategies. In this section we will describe EfDA's contribution to these strategies and their achievements in this.

The first strategy is direct poverty alleviation. The objective of C4C here is to increase the academic performances of 37.500 students in 75 primary schools from 46% to 64% by the end of the programme. EfDA contributes to this objective together with the other 14 partners of the network. EfDA works in twelve schools in one district. No figures about enrolment rates and school dropouts have been found in the documentation made available. EfDA conducted a baseline data collection on the level of students in 5 schools. Also, they trained 30 teachers in ICT skills and continued to work with them to improve their knowledge.

The second strategy is the strengthening of CSO's. This should be done by improving the efficiency of leadership in 78 institutions. One important activity for this is awareness raising in the communities on using ICT in schools. Also, educational management in schools is to be improved by developing skills and knowledge about supervision of institutions. EfDA's contribution in this is the installation and training on Educational Management and Information System (EMIS) at the five target schools. In the Sululta district, EfDA equipped five schools with five computers each, and relevant staff was trained in basic ICT literacy and management. EfDA also held ICT trainings and continued to support the trained teachers. However, the number of participants that were trained in ICT is unknown and the progress documents are not providing information on this.

The last strategy is persuasive works. The main objective for this strategy is to train education offices staff to understand the importance of ICT for improved educational quality. The goal was to train 54 experts from the ministry and regional bureaus. The progress reports are not providing information on the contribution of EfDA for this activity.

5.2 Changes in civil society in the 2012-2014 period

Most changes reported below do not in the first place relate to changes in Civil Society. This is in particular valid for changes that relate to improved learning-teaching methods and the introduction of ICT at this moment of time. Those changes that relate to the community, to the Parent Teacher Associations, and interventions to lobby the government are more relevant for the evaluation of civil society.

5.2.1 Civic engagement

Civic engagement describes the formal and informal activities and participation undertaken by individuals to advance shared interests at different levels. Participation within civil society is multi-faceted and encompasses socially-based and politically-based forms of engagement.

The interests of the target groups are discussed with EfDA through community meetings and a School Management Committee, which is the primary link between EfDA and the community. Also, EfDA looks at school reports provided by the school management board. EfDA focuses its work mostly on marginalised groups such as girls, poor women, orphans and vulnerable children. The strength of the organisation is that they see the capacity of their target group, rather than seeing them as people in need. The activities on which EfDA will focus are determined by listening to the needs of the community and combining these

with the capacities available. The people involved in the project contribute to the project in terms of labour.

EfDA supports income generating activities of schools and students by supplying seedling for horticulture and urban agriculture and providing training on tailoring and carpentry within the school compound. Students are engaged in school gardening by making them responsible for the gardens and they are encouraged to scale it up in their home.²⁵ In 2013, female teachers received a training on tailoring so they diversified their ways of generating an income and they cascaded their experience to students.²⁶ Schools are furthermore assisted by EfDA to manage school resources properly and think of ways to earn additional income by for example selling grass, trees, wood or coffee, or by assisting schools in approaching alternative donors (like USAID).²⁷

The main change compared to the baseline situation is that the community is taking more ownership of the project: After EfDA constructed a school building with three classrooms communities started their own building projects and constructed two more of such buildings.²⁸ EfDA only contributed to the first intervention in terms of technical support and building materials. The other projects were fully supported by community effort. This is strengthened by involving local resources and community knowledge, which increases ownership by the local community. Outcomes of the project are being evaluated, which is a change since the start of the project.

Communities are now said to request the government to improve the school education system in other schools than those supported by EfDA, as well as to provide internet services for improved teaching methods. The education office mentions they are trying to scale up competence based tutorial classes and student-centred learning approaches, which were first introduced in EfDA schools, to non-intervention schools.²⁹

The C4C programme in Sululta is a major component of the education programme and after the five schools that were equipped with computers and were staff was trained in 2011, ICT is being used for both active learning and data management. In the meanwhile students have started to use computers in school.³⁰

In Shambu district however, that is also part of the General Education Improvement Program (GEIP) implemented by EfDA, the introduction of ICT in the school programmes is a supplementary activity. Of the twelve schools EfDA works with under GEIP, only five schools have access to electricity and have been equipped with computers accordingly. The five schools are at different levels of implementation: only two schools (Buna Abuna and Shambu model school) are using the ICT intensively for active learning, the other schools are only using ICT for data management such as keeping students records or to prepare worksheets.³¹

Score baseline 2012 on an absolute scale from 0-3: 2
Score end line 2014, relative change on a scale of (-2, +2): 1

5.2.2 Level of organization

This dimension assesses the organisational development, complexity and sophistication of civil society, by looking at the relationships among the actors within the civil society arena.

The first relationship which should be mentioned here is the membership of the C4C consortium. The interaction with C4C has not been done only at programme level, but more at the overall level of work by

²⁵ Interview with Horo Woreda Education Office

²⁶ Interview with PTA representative

²⁷ Interview with PTA representative

²⁸ Interview with Cluster Resource Center (CRC)

²⁹ Interview with Horo Woreda Education Office

³⁰ Interview with Project Manager EfDA

³¹ Interview with Project Manager EfDA

SPOs. For example, EfDA is only working with 5 schools for this specific programme but is working at many other schools for the rest of their work. The meetings of the consortium have been focused on learning from one another and implementing work also in other areas. EfDA has been a good example of how to involve school management boards, and to create community ownership³². The interaction with C4C at first was mainly initiated by IICD, however in a later phase became mutual when the SPOs started to address questions which were also directed at the C4C members and they started to initiate more. This required a trust relationship to be established between the SPOs and IICD, and also between the SPOs and C4C.

EfDA is a member of the Consortium of Christian Relief and Development Association (CCRDA), the Basic Education Association (BEA-E), Pestalozzi Children’s Foundation (PCF) partner’s forum, and Oromia HIV/AIDS forum. This results in cooperation between many different organisations, mostly in terms of meetings. EfDA has attended 2 meetings with the CCRDA and 4 meetings with BEA-E in one year. Moreover, EfDA has become a founding member of the Network of Civil Society Organisations of Oromia (NeCSOO), which is helping them to attract more funding by joint fundraising. It has been confirmed by other organisations that EfDA has strong relations with other CSOs and that they are seen as the leader of the four NGOs working on ICT.

Another important cooperation EfDA is working on is meeting with different school boards. In an interview the school boards stated that they meet on average every two months with EfDA. Also, the district education office and school management attend trainings with EfDA twice a year. EfDA has organized and given different trainings for district office experts, School managements (directors, teachers, Parent Teacher Associations). The trainers are sometimes recruited from the district education office. The Kebele Education Training Board (KETB) stresses that the trainings given by EfDA has improved the networking and collaboration between KETB, PTA’s and school management.³³

Score baseline 2012 on an absolute scale from 0-3: 2
Score end line 2014, relative change on a scale of (-2, +2): 0

5.2.3 Practice of Values

Practice of Values refers to the internal practice of values within the civil society arena. Important values that CIVICUS looks at such as transparency, democratic decision making, taking into account diversity that are deemed crucial to gauge not only progressiveness but also the extent to which civil society’s practices are coherent with their ideals.

With regards to downward accountability the results for EfDA are contradicting. From interviews it becomes clear that some perceive EfDA’s board as suitable and transparent and others do not think it is functioning as it should. In general EfDA is perceived as a transparent organisation which makes information available to whomever is requesting it. One important policy in this respect is that all stakeholders, upon need, should be able to explain the project. However, during assessments conducted by Edukans in 2009 and 2012 it became clear that the management is weak and lacking leadership, and that reports towards donors are missing. The recommendation was to change some board members and improve the dynamics of the board. According to the evaluation team this has been done, but it does not become clear to what extent this happened. Therefore, there is not enough information to conclude about the changes in this dimension.

Score baseline 2012 on an absolute scale from 0-3: 1
Score end line 2014, relative change on a scale of (-2, +2): 0

³² Interview with Cluster Resource Center (CRC)
³³ Interview with KETB

5.2.4 Perception of Impact

Perception of Impact assesses the perceived impact of civil society actors on politics and society as a whole as the consequences of collective action. In this, the perception of both civil society actors (internal) as actors outside civil society (outsiders) is taken into account. Specific sub dimensions for this evaluation are the extent to which the SPO has contributed to engage more people in social or political activities, has contributed to strengthening CSOs and their networks, has influenced public and private sector policies.

EfDA has been working hard on ensuring the needs of their target groups. They are mainly working on skills development in teaching-learning including the integration of ICT. However, some schools have been requesting material rather than support in skill development. As a result EfDA has worked with these schools to show them the importance of knowledge. As mentioned before, EfDA as an organisation is working closely together with the community. By implementing the projects with the consent of the community they ensure that all target groups are on board. This has resulted in a high satisfaction rate about the projects, and some clear positive results. The main activities are capacity building trainings in student-centred learning and competency based learning, material provision and close supervision. The teacher training course supposedly resulted in better performance and a change in teaching methods, plus limiting their workload. Also, it is said that students are performing better and drop-out rates have decreased as a result of these interventions.³⁴

The positive effects of active-learning teaching methods are supported by the following table, which shows improvements in teacher competencies in 2012 and 2013 as measured by the University of Amsterdam. EfDA is operational in Oromia in 5 schools out of the 35 schools selected for the introduction of ICT. The general tendency is that teacher competences have improved between 2012 and 2013, including those in Oromia. The yellow market boxes highlight the three most positive improvements in each region.

Table 4:

Average standard of teacher activities in 3 regions in 2012 and 2013. EfDA works in Oromia
Scale: 1=poor, 2=moderate, 3= sufficient, 4=good

Criteria	Afar		Amhara		Oromia		Total	
	2012	2013	2012	2013	2012	2013	2012	2013
Variety	1.08	1.71	1.41	2.44	1.49	2.21	1.43	2.21
Textbook	1.30	1.55	2.87	3.53	2.47	2.51	2.44	2.60
Textbook use	1.13	1.75	2.20	2.87	2.05	2.67	1.99	2.62
Active work	1.08	2.00	2.09	2.92	1.95	2.77	1.89	2.72
Planning	1.78	2.89	2.00	3.23	2.77	3.37	2.55	3.30
Real life	1.71	2.25	1.91	2.79	1.83	2.83	1.83	2.77
Subject matter	2.62	3.11	2.91	3.33	2.74	3.22	2.76	3.23
Questioning	1.56	2.05	1.66	3.00	1.96	2.87	1.87	2.82
Assessing	1.38	2.16	1.91	2.98	2.05	3.03	1.96	2.94
Encouraging	1.90	2.80	2.48	3.08	2.54	3.11	2.47	3.07
Management	1.97	2.84	2.14	3.15	2.01	3.06	2.03	3.06

Source: University of Amsterdam, Training Report 2012 and 2013, BEQUIP II

A similar trend is also observed by a teacher of one of the schools in Shambu district that also received ICT equipment and is actively using this, however is not part of the C4C project.³⁵

³⁴ Interview with Horo Woreda Education Office

³⁵ Interview with teacher of the Bune Abuna primary school and representatives of a PTA

School Management Committees (SMCs) and Parent Teacher Associations (PTAs) are said to be able to minimize student dropouts, increase awareness about the importance of education, and they play a role in community resource mobilization as they receive training on a yearly basis.³⁶

Another important result of EfDA's work, in particular the education project has been the increased awareness on the importance of education for girls. EfDA has worked with the government to provide tutorials for low scoring students for subjects like English, maths and science. As a result the slogan used for this, "educating girls is educating households", has become the motto of many schools and communities. The tutorials are gender sensitive as girls get a separate and special tutorial and follow up.³⁷ Additionally, latrines were built for boys and girls separately.³⁸ This has resulted in an increased number of female students and a reduction in drop-outs of female students.³⁹

EfDA works in line with existing regulations in the education sector. They collaborate with public sector organisations in terms of information sharing, especially on project implementation and evaluation. EfDA also works closely with the Woreda Education Office as they identify and prioritize schools that need support.⁴⁰ Until so far the collaboration with the local administration has been inconsistent and had limited influence on changing decision-making.

Score baseline 2012 on an absolute scale from 0-3: 1
Score end line 2014, relative change on a scale of (-2, +2): 1

5.2.5 Civil Society Environment

The social, political and economic environment in which civil society operates affects its room for manoeuvre. The civil society context has been described in chapter 3. In this section we describe how EfDA is coping with that context.

The 2009 Proclamation to Provide for the Registration and Regulation of Charities and Societies (CSP) and the related "70/30" regulation limit administrative costs for all charities and societies to 30% of their budgets. In consequence EfDA had to increase its search for additional funds and partners to ensure the existence of their administrative part. This is strongly linked with the high inflation rates, which caused prices for materials to increase. Also, EfDA had to invest a lot of time and energy in managing relations with government officials. This was mostly due to the high turnover and reshuffle of lower government officials.

However, there are also positive environmental forces to be identified. The eagerness and commitment of the community to implement education projects positively helped in achieving objectives and making the projects sustainable.

Score baseline 2012 on an absolute scale from 0-3: 2
Score end line 2014, relative change on a scale of (-2, +2): 0

5.3 To what degree are the changes attributable to the Southern partners?

With regards to the C4C project the following specific outcomes have been reported in relation to the introduction of ICT:

³⁶ Interview with PTA representative
³⁷ Interview with Horo Woreda Education Office
³⁸ Interview with PTA representative
³⁹ Interview with teacher of the Bune Abuna primary school
⁴⁰ Interview with Horo Woreda Education Office

- The C4C programme in Sululta is a major component of the education programme and after the five schools that were equipped with computers and were staff was trained in 2011, ICT is being used for both active learning and data management. In the meanwhile students have started to use computers in school.⁴¹
- In Shambu district, not part of the C4C programme, only five of the twelve schools that EfDA works with have access to electricity and were equipped with computers: two of the five schools use ICT intensively for active learning, the other schools are only using ICT for data management.⁴²
- Some communities have started to ask their local administration to equip schools with computers and internet facilities, which should be interpreted as the awareness for ICT being raised.

Table 4 in paragraph 5.2.4 shows that teachers are increasingly using active-learning methods in the schools supported by both the education and the ICT project. Unfortunately the information provided in the table, does not allow assessing the added value of the ICT component in the improvement of the teacher activities. Therefore the enhanced competencies are to be interpreted as the result of a combination of the education project and the C4C project together.

More civil society related outcomes but not to be attributed to the C4C project are the following:

- The increased awareness on the importance of education for girls, whilst using the slogan “educating girls is educating households”; tutorials being gender sensitive as girls get a separate and special tutorial and follow up⁴³, and; separate latrines for boys and girls.⁴⁴ This has resulted in an increased number of female students and a reduction in drop-outs of female students.⁴⁵
- Communities taking more ownership of the project and starting to build their own classrooms. Some have started to ask their local administration for quality education, mentioning the schools supported by EfDA as an example, as well as asking the local administration to provide internet services for improved teaching methods.
- EfDA’s efforts to persuade local administrations to equip schools with ICT equipment.

5.4 What is the relevance of these changes?

5.4.1 Relevance of the changes in relation to the Theory of Change of 2012

During the baseline assessment EfDA identified the change which they wanted to achieve as ‘capacitating civil societies to have an active role in ensuring accessibility and quality of education for children’. In order to achieve this change a number of conditions had to happen. The school management board and Parent Teacher Associations need to be strengthened as well as school clubs.

Generally speaking communities become aware of the importance of education for their children, as can be notified by their efforts to construct schools with their own resources. Apart from this there is some indication, not substantiated, that communities start to ask their kebele administration for good quality education services including the use of ICT.

The ICT project however did not foresee the strengthening of the capacities of parent teacher associations. The ICT project, but more in particular EfDA’s efforts to strengthen education services are relevant in the light of the ToC.

⁴¹ Interview with Project Manager EfDA

⁴² Interview with Project Manager EfDA

⁴³ Interview with Horo Woreda Education Office

⁴⁴ Interview with PTA representative

⁴⁵ Interview with teacher of the Bune Abuna primary school

5.4.2 Relevance of the changes in relation to the context in which EfDA is operating

Education is an important factor in the overall development of Ethiopia and the government has its 'education for all' policy in which EfDA's work on improving the education services fits, as well its activities to work with communities on education issues.

However until so far the public administration at different levels has not taken up the importance of ICT, mainly because they cannot afford these including the financing of internet facilities, and because many schools do not avail of electricity. Apart from these, schools have other priorities to improve their education quality, such as class rooms, blackboard, student desks and stationary. The EfDA programme coordinator confirms the priority given by school management boards on these issues instead of ICT and added that the selection of Shambu district is inappropriate for an ICT intervention. Other districts like Sululta where EfDA is intervening are more appropriate for the introduction of ICT.

Local administrations are working on digital record keeping but they are not yet where they should be. The main reason for this is that many schools do not yet have ICT materials and cannot keep their records digitally. The resource person of IICD believes that EfDA has been an enabling party in the integration of ICT in education. By providing ICT materials to schools, the local government can get a better view of the results of students. This in turn is helping to improve the overall educational system.

5.4.3 Relevance of the changes in relation to the policies of the Connect4Change consortium and ICCD.

IICD's Civil Society approach consists of providing their partners with support and information upon demand. This will then promote social innovation. Additionally, ownership is one of IICD's core principles whereby they focus on co-develop projects in line with the needs of the community. The increased involvement of the community in the project set-up therefore seems relevant.

In their Baseline study of Connect4Change⁴⁶, the alliances' contribution to civil society building consists of creating networks of local partners to influence policies in favour of ICT four Development.

With regards to the demand site we observe that the activities conducted by EfDA are in the first place still addressing major conditions to be fulfilled in schools before they can become receptive for ICT in the education system.

With regards to the policy influencing part we observe that activities have been carried out by EfDA to lobby the district government for ICT in the education sector, until so far with limited success. On the other side some preliminary information exists that communities themselves have started to ask their kebele administration for improved education and access to ICT.

5.5 Explaining factors

5.5.1 Internal factors

No internal factors within EfDA have been identified that possibly explain the low level of integration of ICT within the schools they are supporting. However it has been said that EfDA does not consider ICT their core business and that working on ICT issues.

An organisational assessment made in October 2012, concludes that EfDA's scores for 'management and organisation' are weak and require action, and that those of 'finances' and 'project management' are in the category of okay.

⁴⁶ Baseline study Connect4Change Alliance, 2011

5.5.2 External factors

The local/ district level administration show commitment to support EfDA's interventions in the education sector, but their possibilities to finance the sector and in particular ICT at school are limited.

One very important negative external factor is the lack of electricity which was mentioned earlier. Especially in the Shamba district this is a problem, making the implementation of ICT materials in the schools there very challenging. EfDA has concluded that the needs of these schools are not purely ICT-related, and has shifted its work towards the needed services.

However in the Sululta districts, schools have access to energy and have fulfilled other conditions to ensure education, and showed to be ready for the ICT component.

5.5.3 Relations EfDA and IICD/C4C

Being a part in the C4C network is beneficial to the work of all NGOs involved in the ICT programme. Learning from each other and sharing knowledge are important factors which can contribute to the projects. The interaction with C4C has not been done only at programme level, but more at the overall level of work by SPOs. For example, EfDA is only working with 5 schools for this specific programme but is working at many other schools for the rest of their work. The meetings of the consortium have been focused on learning from one another and implementing work also in other areas. EfDA has been a good example of how to involve the school management in the projects, and the importance of ownership by the community. The interaction with C4C at first was mainly initiated by IICD. However, later on in the partnership the SPOs started to address questions to the C4C members. This required a trust relationship to be established between the SPOs and IICD, and also between the SPOs and C4C.

IICD regularly meets with the technical teams of EfDA and they meet annually with the director of the organisation.

No factors were identified with regards to this relation that hamper of improve the introduction of ICT in the schools.

6 Discussion

6.1 Design of the intervention

The ICT programme is an addition to the Basic Education Quality Improvement programme that EfDA is implementing. The evaluation findings suggest that the district chosen for the integration of ICT in the school system is an important element for the success of the ICT project: Schools in Shambu do not all have access to energy, but the schools in Sululta do.

It is against this background that the evaluation team concludes that access to electricity, fully equipped schools, skilled teachers and good performing school management boards, are amongst the conditions to be fulfilled before a similar ICT project can be replicated.

7 Conclusion

Changes in Civil Society

In the 2012 – 2014 period the two most important changes that took place in the civil society arena of EfDA are the following:

- Communities have become more committed to and aware of the importance of education, as a consequence of which they have started to build new classrooms with their own effort.
- Communities are now said to request the government to improve the school education system in other schools than those supported by EfDA, as well as to provide internet services for improved teaching learning.
- School management boards are said to be satisfied with the support provided by EfDA
- An improved awareness of the district administration that “educating girls is educating households”, has become the motto of many schools and communities.

Most changes reported in relation to the C4C project do not in the first place relate to changes in Civil Society. Where ICT is being introduced it has helped to introduce further active learning methods, improve school management, and provide student access to computers.

These findings were obtained through an analysis of documents, a workshop and follow-up interviews with EfDA, interviews with external resources persons working in civil society organisations are related to EfDA, and public or private sector agents.

Contribution analysis

Based upon an analysis of the projects and programmes financed by the Dutch CFAs a selection was made of SPOs to be included in an in-depth process tracing trajectory and those to be included for a quick contribution assessment. EFDA was selected for a quick assessment.

Outcomes directly related to the introduction of ICT in schools are; improved learning teaching methodologies being used, improved school management and the use of computers by students, and: communities are said to request their local administration for ICT equipment in other schools. Apart from these, teachers have improved their competencies in using active-learning methods due to a combination of both the ICT and the education project. These outcomes do however not relate to changes in civil society.

More civil society related outcomes but not to be attributed to the C4C project consist of schools increasingly taking into account gender differences, and emphasise the importance of education for girls. Furthermore some communities have started to take ownership of the education project and start building their own class rooms, ask their local government for good quality education and ICT equipment for schools.

Relevance

Interviews with staff of EfDA with external resource person, with the liaison officer of ICCD, as well as contextual information helped to assess the relevance of EfDA’s interventions in terms of; its Theory of Change (ToC) for Civil Society (SC) as designed during the baseline study; the context in which EfDA is operating; the CS policies of C4C.

Changes attributed to the ICT project are not (yet) relevant in the light of the Theory of Change constructed in 2012, which aims at ‘capacitating civil societies to have an active role in ensuring accessibility and quality of education for children’. This implies strengthening the school management board, Parent Teacher Associations and school clubs. Those structures have only benefitted to a limited extent of the C4C project.

With regards to the context in which EfDA is operating, we observe that support to the education sector is very relevant in the light of national policies but that uptake by the government for ICT in education is low because they do not have the financial means for ICT. Apart from this many schools do not have access to electricity and they have other conditions to be fulfilled before they can think of providing good quality education.

The changes achieved are not yet relevant for C4C who aims to contribute to civil society building by means of creating networks of local partners to influence policies in favour of ICT4Development.

Explaining factors

The information related to factors that explain the above findings was collected at the same time as the data were gathered for the previous questions. The evaluation team looked at internal factors within EfDA, the external context in which it operates and the relations between EfDA and C4C and IICD.

The most important explaining factors that possibly explain the outcomes achieved are: EfDA’s core business being education and in the second place ICT; its weak management and organisation capacity; conditions such as electricity and basic conditions for good education that need to be fulfilled before ICT can strengthen the quality of education, and; the increased trust between the SPOs involved in the C4C project and IICD, that enhanced mutual learning.

Table 5
Summary of findings.

When looking at the MFS II interventions of this SPO to strengthen civil society and/or policy influencing, how much do you agree with the following statements?	Score
The CS interventions were well designed	8
The CS interventions were implemented as designed	8
The CS interventions reached their objectives	8
The observed outcomes are attributable to the CS interventions	7
The observed CS outcomes are relevant to the beneficiaries of the SPO	7

Score between 1 to 10, with 1 being “not at all” and 10 being “completely”.

References and resource persons

Documents

Documents by SPO

Title	Year
Eat summary report EfDA October	2012
Formal School EfDA baseline data	?
Proposal final version August (DEC project)	2011

Documents by Alliance

Title	Year
C4C Budget Reports	2012
C4C Budget Agreement EfDA	2013
C4C Annual Report	2011
C4C Annual Report	2012
C4C Annual Report	2013
C4C 6 months progress report	2011
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Author	Title	Webpage link	date
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Freedom House	Freedom in the	https://freedomhouse.org/report/freedom-	2014

World: world/2014/ethiopia-0
Ethiopia

Fund for Peace	Failed States Index	http://ffp.statesindex.org/rankings-2013-sortable	2013
	Basic Capabilities	http://www.socialwatch.org/sites/default/files/BCI-Index 2011. The MeasuringProgress2012_eng.pdf	
Social Watch	boom and the busted		2011
	Social and Economic	http://www.socialwatch.org/sites/default/files/SERF Rights Fulfilment 2012_eng.pdf	
Social Watch	Index		2011
Transparency	Corruption by		
International	Country: Ethiopia	http://www.transparency.org/country/#ETH	2014
Transparency	Global Corruption	http://www.transparency.org/gcb2013/country//?country=ethiopia	
International	Barometer: Ethiopia		2014
	Economic Freedom	http://www.heritage.org/index/pdf/2014/countries/ethiopia.pdf	
Heritage	Score: Ethiopia		2014
	Human Development		
UNDP	Indicators Ethiopia	http://hdr.undp.org/en/countries/profiles/ETH	2013
	Governance		
	Indicators: Country		
	Data report for	http://info.worldbank.org/governance/wgi/pdf/c72.pdf	
World Bank	Ethiopia 1996-2013		2013
Institute for	World Values Survey		
Future Studies	Wave 5: 2005-2009	http://www.worldvaluessurvey.org/WVSONline.jsp	2009

Resource persons

<i>Name of key informant</i>	<i>Organisation</i>	<i>Function in organisation</i>	<i>Relation with SPO</i>	<i>Contact details including e-mail.</i>
Abdi	EfDA	aging Director	Executive leadership	efda@yahoo.com
mesgen Oljira	EfDA	M&E	Executive leadership	temesgengmd@gmail.com
ro Enkossa	EfDA	Project Manager	Staff	tuchoenkossa@yahoo.com
echis Tiruneh	EfDA	Programme Officer	Staff	Gemetiru03@yahoo.com
Dessalenge	IWCIGA	Executive Director	Network	
gjeta Amana	NIVEA	Project coordinator	Network	
ra Amenu	Horo Woreda Education Office	Officer	Education office	
be Tirfesa	Bune Abuna primary school	Teacher	Teacher	
assa Shubo	KETB	Member	KETB	
ti Feyisa	KETB	Chairman	KETB	
: Coordinator	CRC	Coordinator	Coordinating body	
sis Gemeda	PTA	Chairman	PTA	
ma Dengela	PTA	Cashier	PTA	

Appendix 1 CIVICUS and Civil Society Index Framework

CIVICUS, the World Alliance for Citizen Participation is an international alliance of members and partners which constitutes an influential network of organisations at the local, national, regional and international levels, and spans the spectrum of civil society. It has worked for nearly two decades to strengthen citizen action and civil society throughout the world. CIVICUS has a vision of a global community of active, engaged citizens committed to the creation of a more just and equitable world. This is based on the belief that the health of societies exists in direct proportion to the degree of balance between the state, the private sector and civil society.

One of the areas that CIVICUS works in is the Civil Society Index (CSI). Since 2000, CIVICUS has measured the state of civil society in 76 countries. In 2008, it considerably changed its CSI.

1.1 Guiding principles for measuring civil society

Action orientation: the principal aim of the CSI is to generate information that is of practical use to civil society practitioners and other primary stakeholders. Therefore, its framework had to identify aspects of civil society that can be changed, as well as generate knowledge relevant to action-oriented goals.

CSI implementation must be participatory by design: The CSI does not stop at the generation of knowledge alone. Rather, it also actively seeks to link knowledge-generation on civil society, with reflection and action by civil society stakeholders. The CSI has therefore continued to involve its beneficiaries, as well as various other actors, in this particular case, civil society stakeholders, in all stages of the process, from the design and implementation, through to the deliberation and dissemination stages.

This participatory cycle is relevant in that such a mechanism can foster the self-awareness of civil society actors as being part of something larger, namely, civil society itself. As a purely educational gain, it broadens the horizon of CSO representatives through a process of reflecting upon, and engaging with, civil society issues which may go beyond the more narrow foci of their respective organisations. A strong collective self-awareness among civil society actors can also function as an important catalyst for joint advocacy activities to defend civic space when under threat or to advance the common interests of civil society vis-à-vis external forces. These basic civil society issues, on which there is often more commonality than difference among such actors, are at the core of the CSI assessment.

CSI is change oriented: The participatory nature that lies at the core of the CSI methodology is an important step in the attempt to link research with action, creating a diffused sense of awareness and ownerships. However, the theory of change that the CSI is based on goes one step further, coupling this participatory principle with the creation of evidence in the form of a comparable and contextually valid assessment of the state of civil society. It is this evidence, once shared and disseminated, that ultimately constitutes a resource for action.

CSI is putting local partners in the driver's seat: CSI is to continue being a collaborative effort between a broad range of stakeholders, with most importance placed on the relationship between CIVICUS and its national partners.

1.2 Defining Civil Society

The 2008 CIVICUS redesign team modified the civil society definition as follows:

The arena, outside of the family, the state, and the market – which is created by individual and collective actions, organisations and institutions to advance shared interests.

Arena: In this definition the arena refers to the importance of civil society's role in creating public spaces where diverse societal values and interests interact (Fowler 1996). CSI uses the term 'arena' to describe the particular realm or space in a society where people come together to debate, discuss, associate and seek to influence broader society. CIVICUS strongly believes that this arena is distinct from other arenas in society, such as the market, state or family.

Civil society is hence defined as a political term, rather than in economic terms that resemble more the 'non-profit sector'.

Besides the spaces created by civil society, CIVICUS defines particular spaces for the family, the state and the market.

Individual and collective action, organisations and institutions: Implicit in a political understanding of civil society is the notion of agency; that civil society actors have the ability to influence decisions that affect the lives of ordinary people. The CSI embraces a broad range of actions taken by both individuals and groups. Many of these actions take place within the context of non-coercive organisations or institutions ranging from small informal groups to large professionally run associations.

Advance shared interests: The term 'interests' should be interpreted very broadly, encompassing the promotion of values, needs, identities, norms and other aspirations.

They encompass the personal and public, and can be pursued by small informal groups, large membership organisations or formal associations. The emphasis rests however on the element of 'sharing' that interest within the public sphere.

1.3 Civil Society Index- Analytical Framework

The 2008 Civil Society Index distinguishes 5 dimensions of which 4 (civic engagement, level of organisation, practice of values and perception of impact), can be represented in the form of a diamond and the fifth one (external environment) as a circle that influences upon the shape of the diamond.

Civic Engagement, or 'active citizenship', is a crucial defining factor of civil society. It is the hub of civil society and therefore is one of the core components of the CSI's definition. Civic engagement describes the formal and informal activities and participation undertaken by individuals to advance shared interests at different levels. Participation within civil society is multi-faceted and encompasses socially-based and politically-based forms of engagement.

Level of Organisation. This dimension assesses the organisational development, complexity and sophistication of civil society, by looking at the relationships among the actors within the civil society arena. Key sub dimensions are:

- Internal governance of Civil Society Organisations;
- Support infrastructure, that is about the existence of supporting federations or umbrella bodies;
- Self-regulation, which is about for instance the existence of shared codes of conducts amongst Civil Society Organisations and other existing self-regulatory mechanisms;
- Peer-to-peer communication and cooperation: networking, information sharing and alliance building to assess the extent of linkages and productive relations among civil society actors;
- Human resources, that is about the sustainability and adequacy of human resources available for CSOs in order to achieve their objectives:
 - Financial and technological resources available at CSOs to achieve their objectives;

- International linkages, such as CSO’s membership in international networks and participation in global events.

Practice of Values. This dimension assesses the internal practice of values within the civil society arena. CIVICUS identified some key values that are deemed crucial to gauge not only progressiveness but also the extent to which civil society’s practices are coherent with their ideals. These are:

- Democratic decision-making governance: how decisions are made within CSOs and by whom;
- Labour regulations: includes the existence of policies regarding equal opportunities, staff membership in labour unions, training in labour rights for new staff and a publicly available statement on labour standards;
- Code of conduct and transparency: measures whether a code of conduct exists and is available publicly. It also measures whether the CSO’s financial information is available to the public.
- Environmental standards: examines the extent to which CSOs adopt policies upholding environmental standards of operation;
- Perception of values within civil society: looks at how CSOs perceive the practice of values, such as non-violence. This includes the existence or absence of forces within civil society that use violence, aggression, hostility, brutality and/or fighting, tolerance, democracy, transparency, trustworthiness and tolerance in the civil society within which they operate.

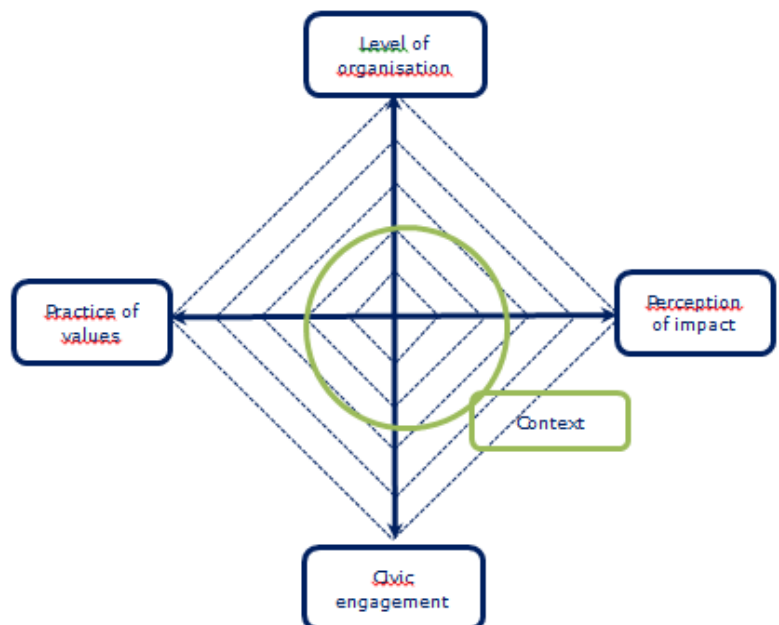
Perception of Impact. This is about the perceived impact of civil society actors on politics and society as a whole as the consequences of collective action. In this, the perception of both civil society actors (internal) as actors outside civil society (outsiders) is taken into account. Specific sub dimensions are

- Responsiveness in terms of civil society’s impact on the most important social concerns within the country. “Responsive” types of civil society are effectively taking up and voicing societal concerns.
- Social impact measures civil society’s impact on society in general. An essential role of civil society is its contribution to meet pressing societal needs;
- Policy impact: covers civil society’s impact on policy in general. It also looks at the impact of CSO activism on selected policy issues;
- Impact on attitudes: includes trust, public spiritedness and tolerance. The sub dimensions reflect a set of universally accepted social and political norms. These are drawn, for example, from sources such as the Universal Declaration of Human Rights, as well as CIVICUS’ own core values. This dimension measures the extent to which these values are practised within civil society, compared to the extent to which they are practised in society at large.

Context Dimension: External

Environment. It is crucial to give consideration to the social, political and economic environments in which it exists, as the environment both directly and indirectly affects civil society. Some features of the environment may enable the growth of civil society. Conversely, other features of the environment hamper the development of civil society. Three elements of the external environment are captured by the CSI:

- Socio-economic context: The Social Watch’s basic capabilities index and measures of corruption, inequality and macro-economic health are used to portray the socioeconomic context that can have marked consequences for civil society, and perhaps most significantly at the lower levels of social development;



- Socio-political context: This is assessed using five indicators. Three of these are adapted from the Freedom House indices of political and civil rights and freedoms, including political rights and freedoms, personal rights and freedoms within the law and associational and organisational rights and freedoms. Information about CSO experience with the country's legal framework and state effectiveness round out the picture of the socio-political context;
- Socio-cultural context: utilises interpersonal trust, which examines the level of trust that ordinary people feel for other ordinary people, as a broad measure of the social psychological climate for association and cooperation. Even though everyone experiences relationships of varying trust and distrust with different people, this measure provides a simple indication of the prevalence of a world view that can support and strengthen civil society. Similarly, the extent of tolerance and public spiritedness also offers indication of the context in which civil society unfolds.

Appendix 2 Methodology

This appendix describes the evaluation methodology that was developed to evaluate the efforts of Dutch NGOs and their Southern Partner Organisations (SPO) to strengthen Civil Society in India, Ethiopia and Indonesia. The first paragraph introduces the terms of reference for the evaluation and the second discusses design issues, including sampling procedures and changes in the terms of reference that occurred between the 2012 and 2014 assessment. The third paragraph presents the methodologies developed to answer each of the evaluation questions.

2.1 Introduction

2.1.1 Terms of reference for the evaluation

The Netherlands has a long tradition of public support for civil bi-lateral development cooperation, going back to the 1960s. The Co-Financing System (MFS) is its most recent expression. MFS II is the 2011-2015 grant programme which meant to achieve sustainable reduction in poverty. A total of 20 consortia of Dutch Co Financing Agencies have been awarded €1.9 billion in MFS II grants by the Dutch Ministry of Foreign Affairs (MoFA).

One component of the MFS II programme addresses the extent to which the Southern Partners of the Dutch Consortia are contributing towards strengthening civil society and this evaluation assesses this contribution for Southern Partner countries in Indonesia, India and Ethiopia. The evaluation comprised a baseline study, carried out in 2012, followed by an end line study in 2014.

The entire MFS II evaluation comprises assessments in eight countries where apart from a civil society component, also assessments towards achieving MDGs and strengthening the capacity of the southern partner organisations by the CFAs. A synthesis team is in place to aggregate findings of all eight countries. This team convened three synthesis team meetings, one in 2012, one in 2013 and one in 2014. All three meetings aimed at harmonising evaluation methodologies for each component across countries. CDI has been playing a leading role in harmonising its Civil Society and Organisational Capacity assessment with the other organisations in charge for those components in the other countries.

This appendix describes the methodology that has been developed for the evaluation of the efforts to strengthen civil society priority result area. We will first explain the purpose and scope of this evaluation and then present the overall evaluation design. We will conclude with describing methodological adaptations, limitations and implications.

2.1.2 Civil Society assessment – purpose and scope

The overall purpose of the joint MFS II evaluations is to account for results of MFS II-funded or –co-funded development interventions implemented by Dutch CFAs and/or their Southern partners and to contribute to the improvement of future development interventions.

The civil society evaluation is organised around 5 key questions:

- What are the changes in civil society in the 2012-2014 period, with particular focus on the relevant MDGs & themes in the selected country?
- To what degree are the changes identified attributable to the development interventions of the Southern partners of the MFS II consortia (i.e. measuring effectiveness)?
- What is the relevance of these changes?
- Were the development interventions of the MFS II consortia efficient?

- What factors explain the findings drawn from the questions above?

Furthermore, the evaluation methodology for efforts to strengthen civil society should:

- Describe how a representative sample of Southern partner organisations of the Dutch CFAs in the country will be taken
- Focus on five priority result areas that correspond with dimensions of the Civil Society Index (CSI) developed by CIVICUS (see paragraph 6.4 - Call for proposal). For each of those dimensions the call for proposal formulated key evaluation questions.
- Should compare results with available reference data (i.e. a CSI report or other relevant data from the country in question).

The results of this evaluation are to be used by the Dutch Ministry of Foreign Affairs, the Dutch Consortia and their partner organisations. The evaluation methodology has to be participatory in the sense that Dutch Consortia and their partner organisation would be asked to give their own perception on a range of indicators of the adjusted CIVICUS analytical framework in 2012 and in 2014.

2.2 Designing the methodology

2.2.1 Evaluation principles and standards

The overall approach selected is a participatory, theory-based evaluation through a before and after comparison. This paragraph briefly describes these principles and how these have been translated into data collection principles. It also describes how a 'representative sample' of Southern Partner Organisations was selected and how the initial terms of references were adjusted with the consent of the commissioner of the evaluation, given the nature of the evaluation component and the resources available for the evaluation.

Recognition of complexity

The issues at stake and the interventions in civil society and policy influence are complex in nature, meaning that cause and effect relations can sometimes only be understood in retrospect and cannot be repeated. The evaluation methods should therefore focus on recurring patterns of practice, using different perspectives to understand changes and to acknowledge that the evaluation means to draw conclusions about complex adaptive systems (Kurtz and Snowden, 2003)⁴⁷.

Changes in the values of the Civil Society Indicators in the 2012-2014 period are then the result of conflict management processes, interactive learning events, new incentives (carrots and sticks) that mobilise or demobilise civil society, rather than the result of a change process that can be predicted from A to Z (a linear or logical framework approach)⁴⁸.

A theory-based evaluation

Theory-based evaluation has the advantage of situating the evaluation findings in an analysis that includes both what happened over the life of the project as well as the how and why of what happened (Rogers 2004). It demonstrates its capacity to help understand why a program works or fails to work, going further than knowing only outcomes by trying to systematically enter the black box (Weiss 2004).

Theory-based evaluations can provide a framework to judge effectiveness in context of high levels of complexity, uncertainty, and changeability when traditional (impact) evaluation methods are not suitable: the use of control groups for the civil society evaluation is problematic since comparable organizations with comparable networks and operating in a similar external environment would be quite difficult to identify and statistical techniques of matching cannot be used because of a small n.

⁴⁷ C. F. Kurtz, D. J. Snowden, The new dynamics of strategy: Sense-making in a complex and complicated world, in IBM Systems Journal vol 42, no 3, 2003)

⁴⁸ Caluwe de, L & Vermaak H. (2003) "Learning to Change. A Guide for Organization Change Agents" Sage Publications.

Because SPO's theories of change regarding their efforts to build civil society or to influence policies may alter during the 2012-2014 period, it requires us to develop a deep understanding of the change process and the dynamics that affect civil society and policies. It is important to understand what has led to specific (non-) changes and (un)-expected changes. These external factors and actors, as well as the SPO's agency need to be taken into account for the attribution question. Linear input-activities-outputs-outcomes-impact chains do not suffice for complex issues where change is both the result of SPOs' interventions as those by other actors and/or factors.

Therefore, the most reasonable counterfactual that can be used for this evaluation is that of considering alternative causal explanations of change (White and Philips, 2012). Therefore the SPOs' Theory of Change constructed in 2012 is also related to a Model of Change constructed in 2014 that tries to find the ultimate explanations of what happened in reality, including other actors and factors that might possibly explain the outcomes achieved.

Triangulation of methods and sources of information

For purposes of triangulation to improve the robustness, validity or credibility of the findings of the evaluation we used different types of data collection and analysis methods as well as different sources of information. The CIVICUS analytical framework was adjusted for this evaluation in terms of providing standard impact outcome indicators to be taken into account. Data collection methods used consisted of workshops with the SPO, interviews with key resource persons, focus group discussions, social network analysis (during the baseline), consultation of project documents; MFS II consortia documents and other documents relevant to assess general trends in civil society.

Participatory evaluation

The evaluation is participatory in that both baseline and end line started with a workshop with SPO staff, decision makers and where possible board members. The baseline workshop helped SPOs to construct their own theory of change with regards to civil society. Detailed guidelines and tools have been developed by CDI for both baseline and follow-up, and these have been piloted in each of the countries CDI is involved in. Country based evaluators have had a critical input in reviewing and adapting these detailed guidelines and tools. This enhanced a rigorous data collection process. Additionally, the process of data analysis has been participatory where both CDI and in-country teams took part in the process and cross-check each other's inputs for improved quality. Rigorous analysis of the qualitative data was done with the assistance of the NVivo software program.

Using the evaluation standards as a starting point

As much as possible within the boundaries of this accountability driven evaluation, the evaluation teams tried to respect the following internationally agreed upon standards for program evaluation (Yarborough et al, 2011). These are, in order of priority: Utility; Feasibility; Propriety; Accuracy; Accountability. However, given the entire set-up of the evaluation, the evaluation team cannot fully ensure the extent to which the evaluation is utile for the SPO and their CFAs; and cannot ensure that the evaluation findings are used in a proper way and not for political reasons;

2.2.2 Sample selection

The terms of reference for this evaluation stipulate that the evaluators draw a sample of southern partner organisations to include in the assessment. Given the fact that the first evaluation questions intends to draw conclusions for the MDGs or the themes (governance or fragile states) for each countries a sample was drawn for the two or three most frequent MDGs or themes that the SPOs are working in.

The Dutch MFS II consortia were asked to provide information for each SPO regarding the MDG/theme it is working on, if it has an explicit agenda in the area of civil society strengthening and/or policy influence. The database then give an insight into the most important MDG/themes covered by the partner organisations, how many of these have an explicit agenda regarding civil society strengthening and/or policy influence. For Indonesia, 5 partner organisations were randomly selected for respectively MDG 7 (natural resources) and 5 for the governance theme. For India 5 SPOs were selected for MDG 1 (economic or agricultural development) and 5 others for the theme governance. The sample in Ethiopia

consists of 3 SPOs working on MDG 4,5 and 6 (Health); 3 SPOs for MDG 2 (education) and 3 SPOs for MDG 1 (economic or agricultural development).

2.2.3 Changes in the original terms of reference

Two major changes have been introduced during this evaluation and accepted by the commissioner of the MFS II evaluation. These changes were agreed upon during the 2013 and the 2014 synthesis team meetings.

The efficiency evaluation question:

During the June 2013 synthesis meeting the following decision was made with regards to measuring how efficient MFS II interventions for organisational capacity and civil society are:

[...] it was stressed that it is difficult to disentangle budgets for capacity development and civil society strengthening. SPOs usually don't keep track of these activities separately; they are included in general project budgets. Therefore, teams agreed to assess efficiency of CD [capacity development] and CS activities in terms of the outcomes and/or outputs of the MDG projects. This implies no efficiency assessment will be held for those SPOs without a sampled MDG project. Moreover, the efficiency assessment of MDG projects needs to take into account CD and CS budgets (in case these are specified separately). Teams will evaluate efficiency in terms of outcomes if possible. If project outcomes are unlikely to be observed already in 2014, efficiency will be judged in terms of outputs or intermediate results (e-mail quotation from Gerton Rongen at February 6, 2014).

Attribution/contribution evaluation question

During the June 2013 NWO-WOTRO workshop strategies were discussed to fit the amount of evaluation work to be done with the available resources. Therefore,

1. The number of SPOs that will undergo a full-fledged analysis to answer the attribution question, were to be reduced to 50 percent of all SPOs. Therefore the evaluation team used the following selection criteria:
 - An estimation of the annual amount of MFS II funding allocated to interventions that have a more or less direct relation with the civil society component. This implies the following steps to be followed for the inventory:
 - Covering all MDGs/themes in the original sample
 - Covering a variety of Dutch alliances and CFAs
2. The focus of the attribution question will be on two impact outcome areas, those most commonly present in the SPO sample for each country. The evaluation team distinguishes four different impact outcome areas:
 - The extent to which the SPO, with MFS II funding, engages more and diverse categories of society in the 2011-2014 period (Civicus dimensions "Civic engagement" and "perception of impact")
 - The extent to which the SPOs supports its intermediate organisations to make a valuable contribution to civil society in the 2011 -2014 period (Civicus dimension "Level of organisation" and "perception of impact")
 - The extent to which the SPO itself engages with other civil society organisations to make a valuable contribution to civil society in the 2011-2014 period (Civicus dimension "level of organisation")
 - The extent to which the SPO contributes to changing public and private sector policies and practices in the 2011-2014 period (Civicus dimension "perception of impact")
3. The CS dimension 'Practice of Values' has been excluded, because this dimension is similar to issues dealt with for the organisational capacity assessment.

The aforementioned analysis drew the following conclusions:

Table 6
SPOs to be included for full-fledged process tracing analysis.

Country	SPO in the in-depth analysis	Strategic CS orientation to include
Indonesia	Elsam, WARSI, CRI, NTFP-EP, LPPSLH	<ol style="list-style-type: none"> 1. Strengthening intermediate organisations AND influencing policies and practices 2. If only one of the two above mentioned is applicable, then select another appropriate impact outcome area to look at.
India	NNET, CWM, CECOEDCON, Reds Tumkur, CSA	<ol style="list-style-type: none"> 1. Enhancing civic engagement AND strengthening intermediate organisations 2. If only one of the two above mentioned is applicable then select another appropriate impact outcome area to look at.
Ethiopia	OSSA, EKHC, CCGG&SO, JeCCDO and ADAA	<ol style="list-style-type: none"> 1. Strengthening the capacities of intermediate organisations AND SPO's engagement in the wider CS arena 2. If only one of the two above mentioned is applicable then select another appropriate impact outcome area to look at.

Source: Consultation of project documents

2.3 Answering the evaluation questions

2.3.1 Evaluation question 1 - Changes in civil society for the relevant MDGs/topics

Evaluation question 1: *What are the changes in civil society in the 2012-2014 period, with particular focus on the relevant MDGs & themes in the selected country?*

Indicators and tools used

In line with the CIVICUS Civil Society Index, a scoring tool was developed in 2012 which comprises 17 indicators. The selection was inspired by those suggested in the terms of reference of the commissioner. Each indicator was, also in line with the CIVICUS index accompanied by an open evaluation question to be used for data collection in 2012 and 2014. In 2012 the scoring tool contained four statements describing the level of achievements of the indicator and scores ranged from 0 to 3 (low score - high score).

A comparison of the scores obtained in 2012 informed the evaluation team that there was a positive bias towards high scores, mostly between 2 and 3. Therefore during the 2014 assessment, it was decided to measure relative changes for each indicator in the 2012 – 2014 period, as well as the reasons for changes or no changes and assigning a score reflecting the change between -2 (considerable deterioration of the indicator value since 2012) and +2 (considerable improvement).

In 2012 and based upon the Theory of Change constructed with the SPO, a set of *standard indicators* were identified that would ensure a relation between the standard CIVICUS indicators and the interventions of the SPO. However, these indicators were not anymore included in the 2014 assessment because of the resources available and because the methodology fine-tuned for the attribution question in 2013, made measurement of these indicators redundant.

Also in 2012, as a means to measure the 'level of organisation' dimension a *social network analysis tool* was introduced. However this tool received very little response and was discontinued during the end line study.

Key questions to be answered for this evaluation question

In 2012, SPO staff and leaders, as well as outside resource persons were asked to provide answers to 17 questions, one per standard indicator of the scoring tool developed by CDI.

In 2012, the SPO staff and leaders were given the description of each indicator as it was in 2012 and had to answer the following questions:

1. How has the situation of this indicator changed compared to its description of the 2012 situation? Did it deteriorate considerably or did it improve considerably (-2 → +2)
2. What exactly has changed since 2012 for the civil society indicator that you are looking at? Be as specific as possible in your description.
3. What interventions, actors and other factors explain this change compared to the situation in 2012? Please tick and describe what happened and to what change this led. It is possible to tick and describe more than one choice.
 - Intervention by SPO, NOT financed by any of your Dutch partners
 - Intervention SPO, financed by your Dutch partner organisation(In case you receive funding from two Dutch partners, please specify which partner is meant here)
 - Other actor NOT the SPO, please specify.....
 - Other factor, NOT actor related, please specify.....
 - A combination of actors and factors, INCLUDING the SPO, but NOT with Dutch funding, please specify...
 - A combination of actors and factors, INCLUDING the SPO, but WITH Dutch funding, please specify...
 - Don't know
4. Generally speaking, which two of the five CIVICUS dimensions (civic engagement, level of organisation, practice of values, perception of impact, environment) changed considerably between 2012 – 2014? For each of these changes, please describe:
 - Nature of the change
 - Key interventions, actors and factors (MFS II or non-MFS II related) that explain each change (entirely or partially).

Sources for data collection

During the baseline and the end line and for purposes of triangulation, several methods were used to collect data on each (standard) indicator:

- Self-assessment per category of staff within the SPO: where possible, three subgroups were made to assess the scores: field staff/programme staff, executive leadership and representatives of the board,, general assembly, and internal auditing groups if applicable completed with separate interviews;
- Interviews with external resource persons. These consisted of three categories: key actors that are knowledgeable about the MDG/theme the SPO is working on and who know the civil society arena around these topics; civil society organisations that are being affected by the programme through support or CSOs with which the SPO is collaborating on equal footing, and; representatives of public or private sector organisations with which the SPO is interacting
- Consultation and analysis of reports that relate to each of the five CIVICUS dimensions.
- Project documents, financial and narrative progress reports, as well as correspondence between the SPO and the CFA.
- Social network analysis (SNA), which was discontinued in the end line study.

During the follow-up, emphasis was put on interviewing the same staff and external persons who were involved during the baseline for purpose of continuity.

2.3.2 Evaluation question 2 – “Attribution” of changes in civil society to interventions of SPOs.

Evaluation question 2: To what degree are the changes identified attributable to the development interventions of the Southern partners of the MFS II consortia (i.e. measuring effectiveness)?

Adapting the evaluation question and introduction to the methodology chosen

In line with the observation of Stern et al. (2012) that the evaluation question, the programme attributes, and the evaluation approaches all provide important elements to conclude on the evaluation design to select, the teams in charge of evaluating the civil society component concluded that given the attributes of the programmes it was impossible to answer the *attribution* question as formulated in the

Terms of References of the evaluation and mentioned above. Therefore, the evaluation teams worked towards answering the extent *to which the programme contributed towards realising the outcomes*.

For this endeavour explaining outcome process-tracing⁴⁹ was used. The objective of the process tracing methodology for MFS II, in particular for the civil society component is to:

- Identify what interventions, actors and factors explain selected impact outcomes for process tracing.
- Assess how the SPO with MFS II funding contributed to the changes in the selected impact outcomes and how important this contribution is given other actors and factors that possibly influence the attainment of the outcome. Ruling out rival explanations, which are other interventions, actors or factors that are not related to MFS II funding.

Methodology – getting prepared

As described before a limited number of SPOs were selected for process tracing and for each country strategic orientations were identified as a means to prevent a bias occurring towards only positive impact outcomes and as a means to support the in-country evaluation teams with the selection of outcomes to focus on as much as was possible, based upon the project documents available at CDI. These documents were used to track realised outputs and outcomes against planned outputs and outcomes. During the workshop (see evaluation question on changes in civil society) and follow-up interviews with the SPO, two impact outcomes were selected for process tracing.

Steps in process tracing

1. Construct the theoretical model of change – by in-country evaluation team

After the two impact outcomes have been selected and information has been obtained about what has actually been achieved, the in-country evaluation team constructs a visual that shows all pathways that might possibly explain the outcomes. The inventory of those possible pathways is done with the SPO, but also with external resource persons and documents consulted. This culminated in a Model of Change. A MoC of good quality includes: The causal pathways that relate interventions/parts by any actor, including the SPO to the realised impact outcome; assumptions that clarify relations between different parts in the pathway, and; case specific and/or context specific factors or risks that might influence the causal pathway, such as for instance specific attributes of the actor or socio-cultural-economic context. The Models of Change were discussed with the SPO and validated.

2. Identify information needs to confirm or reject causal pathways as well as information sources needed.

This step aims to critically reflect upon what information is needed that helps to confirm one of causal pathways and at that at same time helps to reject the other possible explanations. Reality warns that this type of evidence will hardly be available for complex development efforts. The evaluators were asked to behave as detectives of Crime Scene Investigation, ensuring that the focus of the evaluation was not only on checking if parts/interventions had taken place accordingly, but more specifically on identifying information needs that confirm or reject the relations between the parts/interventions. The key question to be answered was: "What information do we need in order to confirm or reject that one part leads to another part or, that X causes Y?". Four types of evidence were used, where appropriate:⁵⁰

- *Pattern evidence* relates to predictions of statistical patterns in the evidence. This may consist of trends analysis and correlations.
- *Sequence evidence* deals with the temporal and spatial chronology of events predicted by a hypothesised causal mechanism. For example, a test of the hypothesis could involve expectations of the timing of events where we might predict that if the hypothesis is valid, we should see that the event B took place after event A. However, if we found that event B took place before event A, the test

⁴⁹ Explaining outcome process tracing attempts to craft a minimally sufficient explanation of a puzzling outcome in a specific historical case. Here the aim is not to build or test more general theories but to craft a (minimally) sufficient explanation of the outcome of the case where the ambitions are more case centric than theory oriented. The aim of process tracing is not to verify if an intended process of interventions took place as planned in a particular situation, but that it aims at increasing our understanding about what works under what conditions and why (Beach & Pedersen, 2013).

⁵⁰ Beach and Pederson, 2013

would suggest that our confidence in the validity of this part of the mechanism should be reduced (disconfirmation/ falsification).

- *Trace evidence* is evidence whose mere existence provides proof that a part of a hypothesised mechanism exists. For example, the existence of meeting minutes, if authentic, provides strong proof that the meeting took place.
- *Account evidence* deals with the content of empirical material, such as meeting minutes that detail what was discussed or an oral account of what took place in the meeting.

3. Collect information necessary to confirm or reject causal pathways

Based upon the inventory of information needs the evaluation teams make their data collection plan after which data collection takes place.

4. Analyse the data collected and assessment of their quality.

This step consists of compiling all information collected in favour or against a causal pathway in a table or in a list per pathway. For all information used, the sources of information are mentioned and an assessment of the strength of the evidence takes place, making a distinction between strong, weak and moderate evidence. For this we use the traffic light system: **green letters mean strong evidence**, **red letters mean weak evidence** and **orange letter mean moderate evidence**: The following table provides the format used to assess these issues.

Table 7

Organisation of information collected per causal pathway and assessing their quality

Causal pathway	Information that confirms (parts of) this pathway	Source of information	Information that rejects (parts of) this pathway	Source of information
Pathway 1	Information 1	Source of information	Information 1	Source of information
Part 1.1	Information 2	Source of information	Information 2	Source of information
Part 1.2	Information 3	Source of information	Information 3	Source of information
Etc	etc	etc	etc	etc
Pathway 2	Information 1	Source of information	Information 1	Source of information
Part 2.1	Information 2	Source of information	Information 2	Source of information
Part 2.2	Information 3	Source of information	Information 3	Source of information
Etc.	etc	etc	etc	etc
Pathway 3				






Sources: Dieuwke Klaver

5. Assessing the nature of the relations between parts in the model of change

The classification of all information collected is being followed by the identification of the pathways that most likely explain the impact outcome achieved. For this the evaluators assess the nature of the relations between different parts in the MoC. Based upon Mayne (2012) and Stern et al (2012) the following relations between parts in the MoC are mapped and the symbols inserted into the original MoC.

Table 8

Nature of the relation between parts in the Model of Change

Nature of the relation between parts and other parts or outcome	
The part is the only causal explanation for the outcome. No other interventions or factors explain it. (necessary and sufficient)	
The part does not explain the outcome at all: other subcomponents explain the outcomes.	
The part explains the outcome but other parts explain the outcome as well: there are multiple pathways (sufficient but not necessary)	
The part is a condition for the outcome but won't make it happen without other factors (necessary but not sufficient)	
The part explains the outcome, but requires the help of other parts to explain the outcome in a sufficient and necessary way (not a sufficient cause, but necessary) → it is part of a causal package	

Sources: Mayne, 2012; Stern et al, 2012

6. Write down the contribution and assess the role of the SPO and MFS II funding

This final step consists of answering the following questions, as a final assessment of the contribution question:

- The first question to be answered is: What explains the impact outcome?
- The second question is: What is the role of the SPO in this explanation?
- The third question, if applicable is: what is the role of MFS II finding in this explanation?

Sources for data collection

1. Information necessary to answer this evaluation question is to be collected from:

- Interviews with resource persons inside and outside the SPO
- Project documents and documentation made available by other informants
- Websites that possibly confirm that an outcome is achieved and that the SPO is associated with this outcome
- Meeting minutes of meetings between officials
- Time lines to trace the historical relations between events
- Policy documents
- etc

2.3.3 Evaluation question 3 – Relevance of the changes

2. Evaluation question 3: *What is the relevance of these changes?*

The following questions are to be answered in order to assess the relevance of the changes in Civil Society.

- How do the MFS II interventions and civil society outcomes align with the Theory of Change developed during the baseline in 2012? What were reasons for changing or not changing interventions and strategies?
- What is the civil society policy of the Dutch alliance that collaborates with the SPO? And how do the MFS II interventions and civil society outcomes align with the civil society policy of the Dutch alliance that collaborates with the SPO?
- How relevant are the changes achieved in relation to the context in which the SPO is operating?
- What is the further significance of these changes for building a vibrant civil society for the particular MDG/ theme in the particular context?

Sources for data collection

For this question the following sources are to be consulted:

- Review of the information collected during interviews with the SPO and outside resource persons
- The 2012 Theory of Change
- Interview with the CFA liaison officer of the SPO;
- Review of reports, i.e: the civil society policy document of the Dutch Alliance that was submitted for MFS II funding, relevant documents describing civil society for the MDG/ theme the SPO is working on in a given context.

2.3.4 Evaluation question 4, previously 5 - Factors explaining the findings

Evaluation question 4: *What factors explain the findings drawn from the questions above?*

To answer this question we look into information available that:

- Highlight changes in the organisational capacity of the SPO
- Highlight changes in the relations between the SPO and the CFA
- Highlight changes in the context in which the SPO is operating and how this might affect positively or negatively its organisational capacity.

Sources for data collection

Sources of information to be consulted are:

- Project documents
- Communications between the CFA and the SPO
- Information already collected during the previous evaluation questions.

2.4 Analysis of findings

A qualitative software programme NVivo 10 (2010) was used to assist in organizing and making sense of all data collected. Although the software cannot take over the task of qualitative data analysis, it does 1) improve transparency by creating a record of all steps taken, 2) organize the data and allow the evaluator to conduct a systematic analysis, 3) assist in identifying important themes that might otherwise be missed, and 4) reduce the danger of bias due to human cognitive limitations, compared to “intuitive data processing” (Sadler 1981). The qualitative data in the evaluation consisted of transcripts from semi-structured interviews, focus group discussions workshops, field notes from observation, and a range of documents available at the SPO or secondary information used to collect reference data and to obtain a better understanding of the context in which the CS component evolves.

To analyse this diverse collection of data, several analytical strategies are envisioned, specifically content analysis, discourse analysis, and thematic analysis. Although each of these strategies can be understood as a different lens through which to view the data, all will require a carefully developed and executed coding plan.

Data have been coded according to: standard civil society indicator; outcome included for in-depth contribution analysis; relevance, and; explaining factors.

This qualitative analysis will be supported by a limited amount of quantitative data largely arising from the score assigned by the evaluation team to each performance indicator described in the civil society scoring tool. Other quantitative data in this study are drawn information provided in background literature and organisational documents as well as the Social Network Analysis method.

2.5 Limitations to the methodology

2.5.1 General limitations with regards to the MFS II evaluation

The MFS II programme and CIVICUS

Although the MFS II programme stated that all proposals need to contribute to civil society strengthening in the South⁵¹, mention was made of the use of the CIVICUS framework for monitoring purposes. The fact that civil society was to be integrated as one of the priority result areas next to that of organisational capacity and MDGs became only clear when the MoFA communicated its mandatory monitoring protocol. In consequence, civil society strengthening in the MFS II programmes submitted to the ministry is mainstreamed into different sub programmes, but not addressed as a separate entity.

This late introduction of the Civil Society component also implies that project documents and progress reports do not make a distinction in MDG or theme components vs those of civil society strengthening, leaving the interpretation of what is a civil society intervention our outcome and what not to the interpretation of the evaluation team.

At the same time the evaluation team observes that SPOs and CFAs have started to incorporate the organisational capacity tool that is being used in the monitoring protocol in their own organisational assessment procedures. None of the SPOs is familiar with the CIVICUS framework and how it fits into their interventions.

Differences between CIVICUS and MFS II evaluation

CIVICUS developed a Civil Society Index that distinguishes 5 dimensions and for each of these a set of indicators has been developed. Based upon a variety of data collection methods, a validation team composed of civil society leaders provides the scores for the civil society index.

Major differences between the way the Civil Society Index is been used by CIVICUS and for this MFS II evaluation is the following:

⁵¹ Policy Framework Dutch Cofinancing System II 2011 - 2015

1. CIVICUS defines its unit of analysis in terms of the civil society arena at national and/or subnational level and does not start from individual NGOs. The MFS II evaluation put the SPO in the middle of the civil society arena and then looked at organisations that receive support; organisations with which the SPO is collaborating. The civil society arena boundaries for the MFS II evaluation are the public or private sector organisations that the SPO relates to or whose policies and practices it aims to influence
2. The CIVICUS assessments are conducted by civil society members itself whereas the MFS II evaluation is by nature an external evaluation conducted by external researchers. CIVICUS assumes that its assessments, by organising them as a joint learning exercise, will introduce change that is however not planned. With the MFS II evaluation the focus was on the extent to which the interventions of the SPO impacted upon the civil society indicators.
3. CIVICUS has never used its civil society index as a tool to measure change over a number of years. Each assessment is a stand-alone exercise and no efforts are being made to compare indicators over time or to attribute changes in indicators to a number of organisations or external trends.

Dimensions and indicator choice

The CIVICUS dimensions in themselves are partially overlapping; the dimension 'perception of impact' for instance contains elements that relate to 'civic engagement' and to 'level of organisation'. Similar overlap is occurring in the civil society scoring tool developed for this evaluation and which was highly oriented by a list of evaluation questions set by the commissioner of the evaluation.

Apart from the overlap, we observe that some of the standard indicators used for the civil society evaluation were not meaningful for the SPOs under evaluation. This applies for instance for the political engagement indicator "How intense is your (individual staff or organisational) participation in locally-nationally elected bodies and/or sectoral user groups?".

Measuring change over a two-year period

The MFS II programme started its implementation in 2011 and it will finish in 2015, whereas its evaluation started mid-2012 and will end in the beginning of 2014. The period between the baseline and the end line measurement hardly covers 2 years in some cases. Civil society building and policy influence are considered the type of interventions that requires up to 10 years to reap significant results, especially when taking into account attitudes and behaviour. Apart from the fact that the baseline was done when MFS II was already operational in the field for some 1,5 years, some SPO interventions were a continuation of programmes designed under the MFS I programme, hence illustrating that the MFS II period is not a clear boundary. Contracts with other SPOs ended already in 2012, and practically coincided with the baseline assessment being conducted at the moment the relationship with the CFA had practically ended.

Aggregation of findings

Although working with standard indicators and assigning them scores creates expectations of findings being compared and aggregated at national and international level, this may lend itself to a quick but inaccurate assessment of change. Crude comparison between programs on the basis of findings is problematic, and risks being politically abused. The evaluation team has to guard against these abuses by ensuring the necessary modesty in extrapolating findings and drawing conclusions.

Linking the civil society component to the other components of the MFS II evaluation

The Theory of Change in the terms of reference assumes that CFAs are strengthening the organisational capacity of their partners, which is evaluated in the organisational capacity components, which then leads to impact upon MDGs or upon civil society. Because the evaluation methodology designed for both the organisational capacity and the civil society evaluation require considerable time investments of the SPOs, a deliberate choice was made not to include SPOs under the organisational capacity component in that of Civil Society. This may possibly hamper conclusions regarding the assumption of capacitated SPOs being able to impact upon civil society. However, where information is available and where it is relevant, the civil society component will address organisational capacity issues.

No such limitations were made with regards to SPOs in the MDG sample, however, apart from Indonesia; none of the SPOs in the civil society sample is also in that of MDG.

2.5.2 Limitations during baseline with regards to the methodology

A very important principle upon which this evaluation methodology is based is that of triangulation, which implies that different stakeholders and documents are consulted to obtain information about the same indicator from different perspectives. Based upon these multiple perspectives, a final score can be given on the same indicator which is more valid and credible.

For Ethiopia this has not always been possible:

- A Survey Monkey questionnaire was developed to assess the intensity of the interaction between stakeholders in the Basic Education Network of Ethiopia. Out of 85 actors that were invited to fill in this 5 minute questionnaire, none of them effectively filled in the questionnaire. The online Social Network Analysis aims at having both the opinion of the SPO on the intensity of the interaction with another actor, as well as the opinion of the other actor for triangulation. Important reasons for not filling in this form are that actors in the network are not technology savvy, or that they have difficulties in accessing internet.
- With regards to filling in offline interview forms or answering questions during interviews a number of civil society actors did not want to score themselves because they do not benefit from the interventions of the MFS II projects. Having the scores of their own organisations will help to assess the wider environment in which the SPO operates and possibly an impact of the SPO on other civil society organisations in 2014.
- All respondents working for CSOs are working on a voluntary basis. It has not been easy for the evaluation team to fix appointments with them. Voluntary work so high staff turn-over → new staff is not knowledgeable about the interview topics (loss of institutional memory)
- SPOs in Ethiopia are not influencing public sector policies but are implementing these public sector policies. This means that most often there will be no efforts to influence those policies, but efforts are made to make those policies operational at local level and to revitalise them.

2.5.3 Limitations during end line with regards to the methodology

Project documentation

The methodology assumed that project documents and progress reports would be helpful in linking project interventions to the CIVICUS framework and obtaining an overview of outputs-outcomes achieved versus planned. These overviews would then be used to orient the in-country evaluation teams for the quick or in-depth contribution analysis.

In practice the most recent progress reports were hardly available with the CFAs or were made available later in the process. These reports often were not helpful in accumulating outputs towards to the planned outputs and even outcomes. Hardly any information is available at outcome or impact level and no monitoring systems are available to do so. Key information missing and relevant for civil society impact (but also to track progress being made on effects of project interventions) is for instance a comprehensive overview of the organisational performance of organisations supported by the SPO. For a number of SPOs the reality was different than the progress reports reflected which meant that constant fine-tuning with the in-country evaluation team was necessary and that CDI could not always provide them with the guidance needed for the selection of impact outcomes for contribution analysis.

A number of organisations that the evaluation team looked at for the civil society component are working in a programmatic approach with other partner organisations. In consequence reporting was organised at the programme level and to a lesser extent at the level of the individual partner, which seriously hampered the possibilities to get oversight on outcomes and output achieved. This was the case with EKHC and MKC-RDA, ERSHA, EfDA and JeCCDO.

The Ethiopian evaluation team made the following evaluation remarks with regards to the methodology.

1. What worked?

The team had no difficulties in triangulating information obtained from different resource persons (Government, beneficiaries and SPOs) which helped to cross check information.

The document analysis by CDI, including providing guidance for the fieldwork has been helpful for the team.

The use of the Models of Change for process-tracing helped both the evaluation team as the SPO staff in obtaining a clear picture of the inputs, out puts and outcomes and to get a general picture of the evaluation.

2. What didn't work and why?

There was repetition in a number of questions in the evaluation methodology, such the forms used during the workshop with the SPO, the interviews with the SPO after the workshops; questions were interpreted by the SPO staff of being more or less the same and therefore made them less interested to go into detail or be specific.

The workshop form to be filled in for the CS indicators was long and therefore answers given may have been too general. Some of the questions were not clear and seemed similar to the others and therefore were misunderstood and got wrong responses.

3. Challenges encountered

The team observes that it was very difficult to obtain exact information from resource persons, including those representing the SPOs. Resource persons were able to give facts based upon general observations in most cases but were not able to provide figures. Therefore the in country team suggests to identify a number of indicators during the baseline and to ask the SPO and their headquarters to monitor those indicators since the baseline as a means to inform the end line study.

Some beneficiaries were not aware or did not keep track of numbers and figures, making it also difficult to confirm or reject quantitative information from the SPO. The in-country evaluation team suggests to incorporate quantitative analysis in the evaluation of the CS component.

The partner organisations do not keep records of progress and what they document is available in hard copy. They also keep (monthly) records but do not aggregate these.

High staff turnover within the SPOs also hampered the evaluation.

Civil Society Scoring tool - baseline

Civil Society Assessment tool – Standard Indicators

Dimension	Outcome domains		Question	Statements				x	What are factors (strengths, weaknesses) that explain the current situation?
				0	1	2	3		
Civic engagement	1	Needs of marginalised groups	How does your organisation take the needs of your beneficiaries/target groups, in particular marginalised groups into account in your planning, actions, activities, and/or strategies?	Are NOT taken into account	Are POORLY taken into account	Are PARTLY taken into account	Are FULLY taken into account	Question not relevant, because	
	2	Involvement of target groups	What is the level of participation of your beneficiaries/target groups, in particular marginalised groups in the analysis, planning and evaluation of your activities?	They are INFORMED about on-going and/or new activities that you will implement	They are CONSULTED by your organisation. You define the problems and provide the solutions.	They CARRY OUT activities and/or form groups upon your request. They provide resources (time, land, labour) in return for your assistance (material and/or immaterial)	They ANALYSE PROBLEMS AND FORMULATE IDEAS together with your organisation and/or take action independently from you.	Question not relevant, because	
	3	Political engagement	How intense is your (individual staff or organisational) participation in locally-nationally elected bodies and/or sectoral user groups?	No participation	You are occasionally CONSULTED by these bodies	You are a member of these bodies. You attend meetings as a participant	You are a member of these bodies. You are chairing these bodies or sub groups	Question not relevant, because	

organisation level of	5	Relations with other organisations	In the past 12 months what has been the most intensive interaction you had with other CSOs?	No interaction at all	Networking - Cooperation: Inform each other; roles somewhat defined; all decisions made independently	Coordination - Coalition: ideas and resources shared; roles defined and divided; all have a vote in decision making	Collaboration: organisations belong to one system; mutual trust; consensus on all decisions.	Question not relevant, because	
	5	Frequency of dialogue with closest CSO	In the past 12 months how many meetings did you have with the CSO that you have most intensive interaction with?	No interaction at all	Less than 2 times a year	Between 2 and 3 times a year	More than 4 times a year	Question not relevant, because	
	6	Defending the interests of marginalised groups:	Which CSO are most effective in defending the interests of your target groups? In the past 12 months, how did you relate to those CSOs?	No interaction at all	Networking - Cooperation: Inform each other; roles somewhat defined; all decisions made independently	Coordination - Coalition: ideas and resources shared; roles defined and divided; all have a vote in decision making	Collaboration: organisations belong to one system; mutual trust; consensus on all decisions.	Question not relevant, because	
	7	Composition current financial resource base	How does your organisation finance institutional costs such as workshops of the General Assembly (if applicable); attendans to workshops of other CSOs; costs for organisational growth and/or networking?	Depends on 1 international donor	Depends on few financial sources: one fund cover(s) more than 75% of all costs.	Depends on a variety of financial sources; one fund cover(s) more than 50% of all costs.	Depends on a variety of sources of equal importance. Wide network of domestic funds	Question not relevant, because	
Practice of Values	8	Downward accountability	To what extent can mandatory social organs (steering committee, general assembly, internal auditing group) ask your executive leaders to be accountable to them?	(financial) information is made available and decisions are taken openly	They fulfil their formal obligation to explain strategic decisions and actions	They react to requests of social organs to justify/explain actions and decisions made	Social organs use their power to sanction management in case of misconduct or abuse	Question not relevant, because	
	9	Composition of social organs	What % of members of your mandatory social organs belong to the marginalised target groups you are working with/for?	Between 0-10 % of all members of the social organs	Between 11-30 % of all members of the social organs	Between 31-65 % of all members of the social organs	More than 65% of all members of the social organs	Question not relevant, because	

	10	External financial auditing	How regularly is your organisation audited externally?	Never	Occasionally, upon request of funders	Periodically and regularly, because our external funder asks for it	Periodically and regularly, because it is part of our code of conduct	Question not relevant, because	
Perception of impact	11	Client satisfaction	What are the most important concerns of your target groups? How do your services take into account those important concerns?	Majority of target groups are NOT satisfied	Majority of target groups are POORLY satisfied	Majority of target groups are PARTLY satisfied	Majority of target groups are MOSTLY satisfied	Question not relevant, because	
	12	Civil society impact.	In the past 12 months, what impact did you have on building a strong civil society?	You have not undertaken any activities of this kind	You have undertaken activities of this kind but there is no discernible impact	You have undertaken activities of this kind but impact is limited	You have undertaken activities and examples of significant success can be detected.	Question not relevant, because	
	13	Relation with public sector organisations.	In the past 12 months, what interaction did you have with public sector organisations to realise your programme and organisations' objectives?	No direct interaction	You have been invited by public sector organisations for sharing of information	You have been invited by public sector organisations for regular consultations (but public sector decides)	Formal and regular meetings as a multi-stakeholder task force.	Question not relevant, because	
	14	Relation with private sector organisations	In the past 12 months, what interaction did you have with private sector organisations to realise your programme and organisations' perspective?	No direct interaction	You have been invited by private sector organisations for sharing of information	You have been invited by private sector organisations for regular consultations (but public sector decides)	Formal and regular meetings as a multi-stakeholder task force.	Question not relevant, because	
	15	Influence upon public policies, rules, regulations	How successful have you been in influencing public policies and practices in the past 2 years?	No activities developed in this area	Some activities developed but without discernible impact	Many activities developed in this area, but impact until so far has been limited	Many activities developed in this area and examples of success can be detected	Question not relevant, because	

		Influence upon private sector agencies' policies, rules, regulations.	How successful have you been in influencing private sector policies and practices in the past 2 years?	No activities developed in this area	Some activities developed but without discernible impact	Many activities developed in this area, but impact until so far has been limited	Many activities developed in this area and examples of success can be detected	Question not relevant, because	
	16								
context Environmental			In the past 2 years, how did your organisation cope with these changes in the context that may have been positive or negative consequences for civil society.	No analysis of the space and role of civil society has been done.	You are collecting information of the space and role of civil society but not regularly analysing it.	You are monitoring the space and role of civil society and analysing the consequences of changes in the context for your own activities. Examples are available.	You are involved in joint action to make context more favourable. Examples are available.	Question not relevant, because	
	17	Coping strategies							

Appendix 3 Civil Society Scores

This table presents the appreciation of the evaluation team regarding changes occurred for each indicator between 2012 and 2014 on a scale of -2 to +2

- 2 = Considerable deterioration

- 1 = A slight deterioration

0 = no change occurred, the situation is the same as in 2012

+1 = slight improvement

+2 = considerable improvement

Dimension		Indicators	Question	Change
Civic engagement	1	Needs of marginalised groups	How does your organisation take the needs of your beneficiaries/target groups, in particular marginalised groups into account in your planning, actions, activities, and/or strategies?	+1
	2	Involvement of target groups	What is the level of participation of your beneficiaries/target groups, in particular marginalised groups in the analysis, planning and evaluation of your activities?	+0
	3	Political engagement	How intense is your (individual staff or organisational) participation in locally-nationally elected bodies and/or sectoral user groups?	0
Level of organisation	5	Relations with other organisations	In the past 12 months what has been the most intensive interaction you had with other CSOs?	+1
	5	Frequency of dialogue with closest CSO	In the past 12 months how many meetings did you have with the CSO that you have most intensive interaction with?	+1
	6	Defending the interests of marginalised groups	Which CSO are most effective in defending the interests of your target groups? In the past 12 months, how did you relate to those CSOs?	0
	7	Composition current financial resource base	How does your organisation finance institutional costs such as workshops of the General Assembly (if applicable); attendance to workshops of other CSOs; costs for organisational growth and/or networking?	0
Practice of Values	8	Downward accountability	To what extent can mandatory social organs (steering committee, general assembly, internal auditing group) ask your executive leaders to be accountable to them?	0
	9	Composition of social organs	What % of members of your mandatory social organs belong to the marginalised target groups you are working with/for?	0
	10	External financial auditing	How regularly is your organisation audited externally?	0
Perception of impact	11	Client satisfaction	What are the most important concerns of your target groups? How do your services take into account those important concerns?	+1
	12	Civil society impact.	In the past 12 months, what impact did you have on building a strong civil society?	+1
	13	Relation with public sector organisations.	In the past 12 months, what interaction did you have with public sector organisations to realise your programme and organisations' objectives?	+1
	14	Relation with private sector organisations	In the past 12 months, what interaction did you have with private sector organisations to realise your programme and organisations' perspective?	0
	15	Influence upon public policies, rules, regulations	How successful have you been in influencing public policies and practices in the past 2 years?	0

	16	Influence upon private sector agencies' policies, rules, regulations.	How successful have you been in influencing private sector policies and practices in the past 2 years?	0
CS context	17	Coping strategies	In the past 2 years, how did your organisation cope with these changes in the context that may have been positive or negative consequences for civil society.	0

Appendix 4 Changes in civil society indicators between 2012 and 2014

1. Civic Engagement

1.1 Needs of marginalised groups SPO

EfDA takes the needs of the beneficiaries by holding meetings with the community and discussing major issues. There is also a School Management Committee that discusses community concerns with EfDA. The organization usually focuses on marginalized groups like poor women, orphans and vulnerable children. EfDA takes target groups not only as needy groups that should be given handouts but sees them as people who have the capacity to contribute towards their development. Taking the above into consideration, needs of the community are being collected through needs assessment, community conversations and requests by the community. When deciding on activities to be implemented, priority is set through discussion with the community and also taking into consideration what can be contributed by the target/marginalized groups. According to school managers and school board interviewed EfDA collects problems of schools by using checklists and the school reports.

The marginalized groups are purposely involved in all phases of project management in which they reflect their interest and use their right to comment in a slightly improved rate from the baseline. These changes are recognized through the contributions of actors and factors such as the local government, CBOs, Center Management Committee and the SPO using Dutch funding. Other funding organizations and existing government structure and system also contributed.

Score: +1

1.2 Involvement of target groups SPO

The target groups are involved in discussions held with the community and also through their representatives in the committee even though exact percentages cannot be given. Before undertaking any program activities, the SPO undertakes needs assessments and a situation analysis in which it identifies the need of the target group as the involvement of the target group is believed to be crucial for the success and sustainability of projects/programs. Nowadays the involvement of the target group in the whole cycle of project management is also becoming a requirement by donors. In addition the government is also becoming concerned with the involvements of the beneficiaries; hence more work is being done on it.

EfDA generally involves its target groups throughout the project cycle. During implementation target groups contribute resources, which in most of the cases are related to labour contribution (sometimes up to 50% of the cost of the project). Some of the challenges faced in following these procedures are the time taken to convince the community. Another challenge faced is that communities generally understand NGOs as aid providers instead of development partners. They tend to request more and more resources rather than mobilizing through their own efforts and try to change their status/lives.

When compared to the baseline there is a slight improvement as currently the community has realized that its involvement from the very beginning of the project is very important and community ownership in projects are one of the key elements of project implementation. Local resource contribution while constructing/renovating/ schools and community knowledge sharing to the teachers has improved and they are also evaluating the outcomes achieved. The community is now requesting the government to provide the same services as EfDA is delivering to schools that EfDA is not working with. For the schools supported by EfDA they are requesting the government to provide internet services for improved teaching learning.

On a different note, several external resource persons mentioned that the participation of beneficiaries in project analysis, planning, and evaluation is more or less fair but needs improvement. Still it was

confirmed that, within the project cycle, EFDA involves its target groups in the construction of school rooms, toilets etc. No evidence was found that beneficiaries participate in decision making processes.

Score: 0

1.3 Intensity of political engagement SPO

CSOs that receive foreign funding are not allowed to engage politically.

Score: 0

2. Level of organization

2.1 Relations with other organizations SPO

EfDA is a member of the Consortium of Christian Relief and Development Association (CCRDA), the Basic Education Association (BEA-E), Pestalozzi Children's Foundation (PCF) partners' forum, and Oromia HIV/AIDS forum. EfDA is also a founding member of Networks of Civil Society Organization of Oromia (NeCSOO), which is recently registered and got a full legal status. The SPO observes as a weakness that it plays a leading role in only limited networks and it wants this to be improved. But EFDA stated that leading the NeCSOO also helps to attract more funding. Advantages mentioned are the sharing of information and joint fund raising.

The relationship between EFDA and other organizations is very smooth and supportive. EfDA collaborates with organizations who share its vision and mission. The current environment from Funders encourages and demands organizations to create relations with each other. The interactions involve working together and experience sharing among network member NGOs, technical and material support and Experience sharing among school management committee has also become the new thinking and practice. Joint program planning, execution, monitoring, follow up, capacity building through training are also activities to be mentioned under this. The learning and experience mentioned above have paved a good ground for EfDA to join other similar cluster working on Ethiopian social accountability forum and by 2015 EfDA will take over the lead for five CSOs

EfDA is currently a lead organization for Oromia Cluster SPO to facilitate the financial and information flow from the donor to the cluster members and vice versa. Participatory monitoring among SPOs is also organized by the SPOs. The managing director of DEC confirmed that EfDA has strong relations with other CSOs, and that is actually a cluster leader of the 4 NGOs working on the ICT.

Score: +1

2.2 Frequency of dialogue with closest civil society organization SPO

EfDA has frequent meetings with different civil society organization such as with NeCSOO (two meetings in the last 12 months); the CCRDA (two times); BEA-E (4 times a year) and with Oromia cluster of NGOs working on education (initiated by Edukans foundation) up to six times during the last 12 months. Most important agenda points are joint resource mobilization. According to a board member, EfDA had more than 6 meetings the past 12 months with CCRDA, Oromia Cluster, Basic Education Association -Ethiopia, Gender Forum, and NeCSOO. The DEC managing director stated that EfDA is one of them and if it cooperates with other CSOs and government organizations the outcome would be high.

Field staff added to this that without meetings and dialogue EfDA couldn't have achieved project results that are based upon joint planning and active participation of EfDA's target groups. One of the school boards stated that it meets on average every two months with EfDA and with the district education office and school management attend training twice a year with EfDA and the district education office at zone level.

Various useful dialogues have been underway as a result of the experience gained in due course. The relationship and teamwork for more result has significantly improved since 2012. The partners are inspired to the extent of sharing missions and the flow of information and support of each other have

improved. The programmatic approach, where NGOs are expected to form a cluster, motivated more cooperation at program level: Trainings, experience and exposure visits, learning and sharing events.

Score: +1

2.3 Defending the interests of marginalized groups SPO

EfDA staff states that the Ethiopian charities law under which it is registered, defending the interest of target groups is not possible in terms of doing lobbying and advocacy. However, it also mentioned that some organizations that give financial support attempt to defend interest of marginalized groups but also face limitations. As a result, it has become difficult to practice it.

Intermediate organizations supported by EfDA mentioned that EfDA, the school management, school board, youth clubs and Parent Teacher Associations are the most effective organizations in defending the interest of target groups. Economic empowerment of PLWHIV combating Harmful Traditional Practices that affect mainly girls and women, support of unemployed school dropout girls, economical support for the disabled have been done and also currently under way through different projects from other financial sources are some of the mentioned changes since 2012. No statistical information was provided by the SPO to support these said changes.

Score: 0

2.4 Composition of financial resource base SPO

In each project budget EfDA has a certain percentage of the total budget assigned to head office costs and this is generally accepted by donors. This budget is used for financing the organization's costs of general assembly meetings. The general assembly members are not given per diem as it is a voluntary membership. This also makes the budget spent for organizing the general assembly to be reasonably low. The institutional costs/ administrative costs/ mainly fall under the 30 percent part of the total budget, as per the set government regulation. There is no change observed in this indicator since the baseline.

Score: 0

3. Practice of values

3.1 Downward accountability SPO

EfDA is to some extent accountable to its board but this is not day-to-day practice. It was mentioned that their commitment is limited and that they also lack the capacity to ask for this. In general the organizational guidelines are being respected and there is a transparent financial system. According to a board member, EfDA works with the community, government line departments, the Board members, and the staff, from initiating project ideas up to its implementation. Its projects are open to all stakeholders including the cost allocation and budget utilization. It is the policy of EfDA that all stakeholders upon need could explain any project and there is no confidentiality regarding its programs. EfDA is accountable for all its operations to all stakeholders particularly to the community for which the resources are mobilized. EfDA feels and takes as its main working culture to use all project resources for the intended purpose of the project. Moreover, for effective service rendering at grassroots level it is strongly believed that, the field staff should be empowered to make participatory decisions at the spot in many important areas. In this regard, EfDA makes strong efforts in building capacity of its field offices in terms of manpower training, in establishing financial and administrative systems needed for the delegation of authority. This forms ground work for the future when more field offices will be set up together with program expansion.

According to the DEC managing director anyone can enquire on the tasks EfDA is doing and will get sufficient response, and that EFDA is very transparent and accountable. This year it is also participating in downward accountability test along with other organizations to see the community satisfaction.

However, assessments conducted by Edukans in 2009 and in 2012 concluded that EfDA's board is not dynamic; that management is weak and lacking leadership; that conventional accounting procedures are not respected; that a consolidated report of all donor funding is missing, which hampers consolidated financial reporting and; that financial and administrative procedure are in place but need to be actualized in relation to organizational changes.

As per the recommendation of Edukans, some board members are changed and replaced by others to improve the dynamism of the board. The SPO is also using updated peach tree software at the financial personnel coordination office still there is a high lack of documentation of interventions made and outcomes achieved.

Score: 0

3.2 Composition of social organs SPO

There is not much information available about the composition of EfDA's Board. A board member mentions that the participation of women as staff and as member of the association is very low but that EfDA is striving to improve the situation.

The composition of board members is almost proportional (male and female). Two of the five board members are women currently. It is also a progress that two female accountants are employed, one at the coordination office and the other at the project site. The previously available female staffs are maintained to serve the organization.

Score: 0

3.3 External financial auditing SPO

Annual external auditing is part of EfDA's organizational code of conduct and also required by the government, funding organizations etc. However, the organizational assessment by Edukans highlights that conventional accounting procedures are not respected. In response, training has been given to the finance staff and the SPO is using Peachtree however, there are still gaps in documentation of financial activities.

Score: 0

4. Perception of impact

4.1 Client satisfaction SPO

EfDA as well as public and civil society actors mentioned that the concerns of its target groups are related to improving the education situation in the project area. This relates to the provision of teaching aids; rehabilitating old schools; improving offices and facilities for teachers and students; and ensuring quality education. In addition, there are some target groups that are interested to be empowered to enable them to negotiate with local administrative bodies about the services they are supposed to receive.

In addition, EfDA mentioned that some target groups look in the first place for material support rather than support in skill development. To resolve this, EfDA keeps reorienting its target groups' needs by helping them see the benefit of skills development.

Parent Teacher Association representatives mentioned that the community is satisfied with the service it is receiving from EfDA. The way EfDA implements its projects has the general community confidence and acceptance. It also has the principle of planning and implementing together with the community which has been strengthened and improved over the years. Hence, involvement of the community in managing, running and renovation of schools has been improved in the target schools. Other schools in nearby kebeles have started to learn from the target schools. The ongoing primary education quality support is funded by ICCO to be implemented by EfDA in close collaboration with the local government and community. The major activities are capacity building trainings on the use of ICT in the education system, ICT material provision and close supervision. Trainings are being provided for the teachers,

the PTAs; material and capacity building for schools, school improvement activities are the major interventions done in the project site. These interventions are said to have resulted in better performance of students and better learning system of the teachers, according to external resource persons. However, data could not be found to support it. The high performance was said to have been observed because teachers are able to type their exams and lectures on computers and duplicate them instead of using type writes which is time consuming and of lesser quality. Teachers are also able to support their lectures with pictures which makes it more clear to students to understand the topics of discussion. However, EfDA's program coordinator confirmed the focus has not been on ICT: only a few desktop computers have been provided and some schools are still waiting for them. In addition, most of the schools do not have electricity and this troubles the implementation of ICT related activities. He stresses that in the Shambu infrastructural problems were more pressing than in and Sululta districts and hence the interventions focused on classroom building, the provision of training and material support like providing blackboards and school chairs. Other districts, like Wolisa, would have been more appropriate for ICT interventions.

Score: +1

4.2 Civil society impact SPO

EfDA contributes through its network and membership by dialogue and influencing the local and national executive bodies using different mechanisms like training, workshops, learning tours. The target area is large and the needs are being addressed as much as possible but still needs to disseminate.

It was stated by the SPO and confirmed by the interviewed resource persons that the teachers trained in ICT and computer skill showed much change in their teaching methods and minimized their work burden. CBOs are being trained on awareness creation by EfDA. During the past 12 months the effects mentioned consisted of; enabling the school management committees (CMC) and PTAs to minimize the student dropout rate and improve girl's participation in target schools; increasing the awareness of target groups about the importance of education, and interacting closely with government offices, communities and students during problem identification. One of the expected changes as a result of the "Improving the Teaching-Learning Processes and Educational Management through ICT (2011-2015)" was that the integration of ICT in the day to day school activities will not only change trainers' teaching methodologies in becoming student centered, but also aim at opening up the ICT system to a wider community. In 2011 all 5 schools in the Sululta district have received ICT equipment and relevant staff trained in basic ICT literacy and management. The available documents from the SPO do not provide information on the exact outcomes of this introduction of ICT.

Score: +1

4.3 Relations with public sector organizations SPO

According to a board member the collaboration between EfDA and public sector organizations is limited on the introduction of new laws, guidelines; program monitoring and evaluation because the government sector offices are mandated to follow the NGO. National laws, policies and guide lines of the government do not allow otherwise.

However, EfDA indicated that during the last 12 months it had continuous interactions with district and zone education offices, Oromia regional health bureau and Kebele administration offices on education, health and livelihood related issues. In addition, EfDA used the existing government programs as a reference in its program planning and implementation. The managing director of DEC also confirms that EfDA has a very strong relationship with the public sector from the Woreda to the Kebele. It was also mentioned that close collaboration between the public sector and civil society organizations is essential for improving the impact in the education sector.

The specific interactions included; getting information from public sector actors while EfDA conducted baseline studies, jointly preparing plans, jointly implementing and monitoring projects. With regard to this, one specific point that can be mentioned is that EfDA conducted a participatory project evaluation at one of the project sites with the woreda public sector officers. However, EfDA admits

that these interactions lacked consistency and had limited influence on changing public sector actors' decision.

Through the interventions of EfDA, teachers and education offices understand the importance and decisive role of computers in their work hence have reorganized their activity. All the target schools are provided with ICT materials oriented on how to make use of the materials and take care of them. Despite the fact being that these 5 target schools are a drop in an ocean, the local government has taken some points from these efforts by EfDA.

Similarly, the education board and the PTAs associated with EfDA mentioned the following as examples to show how EfDA influenced public practices; EFDA has negotiated with the public offices and facilitated the provision of tutorials for low scoring students and girls, for subjects like English, maths and science; and EfDA convinced public officers on the use of some sign boards used to create awareness. As a result of these, the words most used in signboards have become the mottos of the schools in the project areas. An example of this is "educating girls is educating households-has been become the motto of the schools and communities".

Score: +1

4.4 Relation with private sector agencies SPO

A board member stated that there is no direct collaboration between EfDA and the private sectors, because the CSO law prohibits NGOs from income generating activities for their own benefit, but accepts collaboration when ultimate beneficiaries are being targeted. EfDA does not collaborate with private sector organisations.

Score: 0

4.5 Influence upon public policies, rules, regulations SPO

EfDA engaged in a dialogue with zonal and district education offices to obtain their commitment for improved education and the role of ICT. Issues raised included class-student size, class arrangements in view of ICT equipment, and the need for internet services for teachers. Until so these discussions have not been conclusive.

EfDA stated that since they are building the capacity of community based organizations which they assume will in turn help to influence the current public policies. In addition, as mentioned in EFDA's July to September progress report, the training given to the Ministry of Education, regional education bureaus, zone and woreda education officers about ICT education has helped in building consensus about the important role ICT plays in the education sector.

One of the strategies used to influence policies is by first providing evidence of things that work in order to help the government to adopt rules and regulations that facilitate the further implementation of the innovations (Evidence based policy influence). The "Improving the Teaching-Learning Processes and Educational Management through ICT (2011-2015)" is still in its early stages, so far no change is observed from the baseline.

Score: 0

4.6 Influence upon private sector agencies' policies, rules, regulations SPO

According to a board member there are no ways to influence these bodies. This is partially because of the inexistence of a well-established relationship between the private sector and EfDA. Recently, EfDA has attempted to approach them in an informal way by inviting them on experience sharing visits like was done in the Wolegga and Illibabur zone and some slight way is paved through motivating them through lobby activities. There were some sessions and campaigns to lobby and convince the private sector agencies and also informal approaches from EfDA board members and management team for their involvement. Still no significant change in this perspective was observed. The attempt made did not work well for the desired results.

Score: 0

5. Environment

5.1 Coping strategies

The 2009 law on registration and regulation of charities and societies has (negative) consequences for the achievement of EfDA's objectives, e.g. the 30/70 rule, and that this system views/considers a NGO as supporter of opposing political parties.

High inflation rates caused the escalation of prices for materials to be supplied to schools. Another factor is that of the turnover and reshuffles of lower level government officials means that EfDA has to invest considerable time and human resources in managing its relations with these officials. To reduce the effect of these detractive external conditions, EfDA has attempted to implement different strategies such as looking for additional funds to increase funding for operational purposes to maintain the administrative part of the budget of the organization.

There were also conducive environments, such as eagerness and commitment of the community on the education projects comprising in particular the education part of it and to a lesser extent the ICT component which does not reach communities. This positively helped in achieving the program objectives. The change in the community confidence and interest to work with EfDA is an improvement but the change at the official level is still the same as before.

Score: 0

Centre for Development Innovation
Wageningen UR
P.O. Box 88
6700 AB Wageningen
The Netherlands
T +31 (0)317 48 68 00
www.wageningenUR.nl/cdi

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