ADAA end line report

MFS II country evaluations, Civil Society component

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This report describes the findings of the end line assessment of the African Development Aid Organisation (ADAA) that is a partner of Stichting Kinderpostzegels Nederland (SKN).

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 ADAA's contribution towards strengthening Civil Society in Ethiopia and it uses 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 ADAA contributed; the nature of its contribution; the relevance of the contribution made and an identification of factors that explain OSSA's role in civil society strengthening.

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

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Acknowledgements

List of abbreviations and acronyms

ABE	Alternative Basic Education
ADAA	African Development Aid Association
BEAE	Basic Education Association in Ethiopia
C6NGOs	Consortium of 6 NGOs
CBR	Community Based Rehabilitation
CCG	Community Conversation Groups
CDI	Centre for Development Innovation, Wageningen UR
CFAs	Co-Financing Agencies
CFO	Co-Financing Organisation
CLFZ	Child Labor Free Zones
CMC	Centre Management Committee
CORHA	Consortium of Reproductive Health Associations
CS	Civil Society
CWAC	Child Wellbeing Advisory Committee
CWD	Children With Disabilities
EFM	Early Forced Marriage
ESAP	Ethiopian Social Accountability Program
FGM	Female Genital Mutilation
FSCE	Forum on Sustainable Child Empowerment
HTP	Harmful Traditional Practices
IFPRI	International food Policy Research Institute
MDG	Millennium Development Goal
MOE	Ministry of Education
MoFA	Ministry of Foreign Affairs
MFS	Dutch co-financing system
NGO	Non-Governmental Organisation
PBS	Protection of Basic Social Services
PRA	Participatory Risk Appraisal
PTA	Parent Teacher Association
SAC	Social Accountability Committees
SKN	Stichting Kinderpostzegels Nederland
SLUF	Sustainable Land Use Forum
SPO	Southern Partner Organisation
SSI	Semi-structured Interview
ToC	Theory of Change
Wageningen UR	Wageningen University & Research centre
WEO	Woreda Education Office
WCAT	Wabe Children Aid and Training

1   Introduction

This report presents the civil society end line findings of ADAA in Ethiopia which is a partner of Stichting Kinderpostzegels Nederland (SKN) under the Child and Development Alliance. It is a follow-up to the baseline assessment that was carried out in 2012. According to the information provided during the baseline study ADAA is working on MDG 2: Education

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 the SPO are related to civic engagement and perception of impact. With regards to the first dimension we observe a slight improvement in terms of community involvement through Community Conversation Groups (CCG) and reaching out to traditional and religious leaders. It is furthermore observed that civic engagement has been enhanced through the increase in school enrolment rates as well as attendance rates and a reduction in the number of dropouts.

With regards to perception of impact, we observe that ADAA efforts to create community structures in the form of community conversation groups enhanced community involvement and created a shared idea of responsibility for development and the wellbeing of children. ADAA's child labour free zone approach by forming Child labour free zone committees and Child Well-Being Advisory Committees (CWAC) ensures a common sense for action and brings important stakeholders together on different levels.

ADAA's collaboration with the public sector intensified in the past two years. In the first place they acknowledge ADAA's role in the construction of schools and ABE centres that help to realise their public policy 'Education for All'. In the second place they acknowledge that ADAA's work with communities is effective and increasing child enrolment and decreasing the number of school drop outs.

These findings were obtained through an analysis of documents, a workshop and follow-up interviews with ADAA, and interviews with external resources persons working in civil society organisations that receive support from ADAA; other civil society organisations with whom the SPO is collaborating; public or private sector agents and; external resource persons capable of overlooking the MDG or theme on which the SPO is concentrating.

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. ADAA was not selected for in-depth process tracing and hence a quick assessment on contribution was done.

The first outcome that we looked at is the extent to which ADAA contributed to an increased school attendance of vulnerable children and a reduced number of children being burdened with household tasks. We conclude that, in particular the CCGs are estimated to explain 80 % of the outcome and, together with the CWACs and the presence of ABE centres provide the most plausible explanation of the outcomes. ADAA received both MFS II funding from SKN as well as funding from the National Lotery (NPL-Nationale Postcode Loterij) and SKN in the "Stop Kinderarbeid Campagne" (amount unknown).

For the outcome of women being economically empowered to buy educational material for their children, we conclude that both the local government and ADAA have significantly contributed.

For the second outcome of strengthening intermediate organisations the in-country evaluation team was not able to assess the performance of any of the CCGs, the CWACs, the Parent Teacher Associations, the Centre Management Committees, the Social Accountability Committees, the school clubs. Hence, no conclusions on their performance nor ADAA's role in strengthening them could be drawn.

Relevance
Interviews with staff of ADAA, with external resource persons, as well as contextual information helped to assess the relevance of ADAA's interventions in terms of; its Theory of Change (ToC) for Civil Society (SC) as designed during the baseline study; the context in which ADAA is operating; and the CS policies of SKN.

With regards to the 2012 ToC established with ADAA, we observed a shift from improving the school/ABE centre's performance through Parent Teacher Associations (PTA), youth clubs and Centre Management Committees (CMC) towards strengthening community based structures and networks in which in particular the PTA and the CMCs participate and that are capable of covering all households. Given the results in terms of increased school attendance including Children With Disabilities (CWD) and less school drop outs this reorientation seems to have been relevant, but on the other side no information is available that assesses the quality of education ensured at the ABE centres and the role of the CMC's in these, as well as that of PTAs in formal schools.

Against the background of children playing a prominent role in household, agricultural and livestock keeping tasks in the Siraro district, the interventions of ADAA are relevant, starting from constructing nearly all schools and ABE centres in the woreda, of which 3 new centres since 2012, that have the potential to become registered as formal schools to mobilising households and communities to the importance of sending children to school, to raise their awareness that disabilities are related to diseases and not to traditional believes. Apart from mobilising entire communities, the interventions of ADAA are also very relevant in terms of constantly engaging with local officials at kebele and woreda level. This helps to keep them informed and they have made meaningful contributions to ADAA's project.

Collaboration between the Ethiopian partners of the C&D Alliance has not yet materialised in terms of joint learning and efforts to jointly engage in a constructive dialogue with government officials for improved service delivery in the education sector although this is being promoted by the Alliance. All partner organisations of SKN supported with MFS II funds are however members of BEN –Based Education Network. It is via this network that Ethiopian partners of SKN engage in dialogue with the national government.

At SPO level and in particular ADAA, constructive dialogue is taking place. SKN is confident that ADAA has made structural improvements in the education system in Siraro Woreda and that these will persist after the project has closed. This is based upon previous projects in other locations were the former ABE centres continue to expand.

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 the ADAA, the external context in which it operates and the relations between ADAA and Stichting Kinderpostzegels Nederland (SKN).

The evaluators observe considerable underspending for civil society/capacity building initiatives in 2012 and 1013 which might possibly indicate that with more support to the CCGs, the SHGs the PTAs, the CWACs, these CBOs might increase their performance. They also observe that although records are well kept and outputs are being measured, no information is being collected at the level of outcome such as performance of the CBOs and effects of the SHGs at household level.

The most important external factors that may impact upon ADAA's performance are related to the construction and supply of the ABE centres, being mainly water scarcity, lack of labour in remote areas due to government regulation, and lack of text books. Though serious efforts have been made to entail a smooth transmission of the ABE schools to the Woreda education office, incentives on the side of the education office to safeguard donor funds could hamper the process.
The relations between SKN and ADAA seem constructive.

The following chapter briefly describes the political context, the civil society context and the relevant background with regards to the MDG/theme ADAA is working on. Chapter three provides background information on ADAA, the relation of its MFS II interventions with the CIVICUS framework and specific information on the contract with Stichting Kinderpostzegels Nederland (SKN). 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 chapter describes the context in which ADAA operates. It focusses in particular on trends with regards to the political context, the civil society context and civil society issues in relation to the MDG 2 that ADAA is working on.

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 country[2]. 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]

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[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 corrupt[9]. 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 of the 10 economic freedoms, including business freedom, labour freedom, and fiscal freedom. Ethiopia

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[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

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

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[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 security[17].

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 %

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[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 program.[22]

In the last five years the number of primary school children has grown from 15,340,786 in 2007/08 to 16,989,784in 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 labor, 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]

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[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 ADAA and its contribution to civil society/policy changes

3.1 Background of the SPO

Established in 1998, African Development Aid Association (ADAA) is an indigenous non-profit making local non-governmental organization. The NGO has been registered with the Ministry of Justice and signed general agreements with the Federal Disaster Preparedness & Prevention Commission. It has also specific working agreements with the offices of government line departments and with Oromia Regional Government Finance and Economic Development Bureau. ADAA has also been re-registered in accordance with the requirements of the new CSO legislation of Ethiopia in the NGO typology of Resident Charitable Society.

Like other NGOs, ADAA has a General Assembly as the highest organ of governance, a board and secretariat lead by the Executive Director. It has its own offices in Addis Ababa & an area development office in Shashamene town 250 km south of Addis Ababa from where it coordinates different projects including the SKN assisted ABECs. ADAA is an organization that has been involved in expanding ABE and has a relatively long track record in this sector. It has the necessary organizational, staff and logistical arrangements for reaching out and supporting its field activities.

ADAA's project goal it to contribute to Education for All by 2015 and to improve the primary education enrolment statistics of the country, which is believed to lead to improvement of the living standards of the wider population.

Vision:
An empowered, healthy and prosperous African community where women and children rights are respected.

Mission:
Develop the capacities of communities to become self-reliant and to upgrade their living standards.

Strategies:
Integrated community development approaches, particularly improving:
- Quality, availability and accessibility of education and health services;
- Food Security and Environmental Conservation;
- Livelihoods & Local Market Development;
- Women Empowerment and Eradication of HTPs and,
- Capacity Building of Partners Organizations.

3.2 MFS II interventions related to Civil Society

The project proposal describes nine outputs that mostly can be associated with one of the CIVICUS dimensions:

Civic Engagement
The increase in number of children enrolled from the ten ABE centres, including more girls, (output 1); the efforts to prevent early forced marriages and female genital mutilation (output 3), and; the inclusion of children with disabilities into the school system (output 4) all contribute towards an increased participation of individuals to advance shared interests.

Level of Organisation

ADAA aims to network with like-minded NGOs in the education sector and it is also member of the C6NGOs consisting of ADAA, CDI, ERSHA, FC, OSRA and HUNDEE (output 9), which will help the organisation to be better positioned in the civil society arena. Its efforts to establish 10 women self-help groups also contributes to more collaborative efforts in the civil society arena that ultimately help poor families to send their children to school (output 6). This creation of SHG also can be interpreted as being part of the 'perception of impact' dimension of CIVICUS. ADAA is also member of BEN – Basic Education Network (former BEAE).

Practice of Values

ADAA formulated an output in favour of more gender balance in its organisation, but no information has been documented that confirms a positive change (output 8).

Perception of impact

Two other outputs contribute towards impact in the education sector; the first relates to the involvement of district education office experts regularly following and supporting ABE centres (output 7) and the second engages community leaders to create child labour free zones in their respective kebeles.

3.3 Basic information

Table 3

SPO basic information.

Name of SPO	African Development Aid Association (ADAA)			
Consortium and CFA	Child and Development Alliance/ Stichting Kinderpostzegels Nederland (SKN)			
Project name	Improving Access to Quality Basic Education in Ten Selected Kebeles of Siraro District, West Arsi Zone, Oromia Regional State in Ethiopia			
MDG/theme on which the CS evaluation focusses	MDG 2: Education			
Start date of cooperation between the CFA and the SPO	2007			
Contracts signed in the MFS II period	Period	# months	Total budget	Estimation of % for Civil Society
Project no. 6164979	January 2011- December 2011	12	€ 40.500,00	
Project no. 6801870	January 2012- December 2012	12	€ 79.500,00	
Project no. 8240244	January 2013- December 2013	12	€ 96.250,00	
Project no. 9130139	January 2014 – December 2014	12	€ 66.000,00	
Total			€ 282.250,00	10%

Sources: Contract of Gift ADAA 2011, 2012, 2013, 2014

4 Data collection and analytical approach

4.1 Adjustments made in the methodology of the evaluation

Originally ADAA was selected for in-depth process tracing but when CDI visited the Ethiopian team in July 2014 it became clear that due to time constraint to conduct process tracing for more than four SPOs, only a quick assessment of ADAA was feasible.

4.2 Difficulties encountered during data collection

The evaluation team encountered difficulties in compiling all information from the project documents as a means to obtain a complete overview of outcomes and outputs achieved in line with the logical framework. Whereas the project documents contain a lot of information, reporting is mainly done on output level and not at the level of objectives.

4.3 Identification of two outcome areas

This project was not selected for in-depth-process tracing. Nevertheless, based on the changes in the 2012-2014 period, two outcome areas were selected. During the evaluation workshop it became clear ADAA has a strong focus on the 'civic engagement' outcome area. A second outcome area could only be thought of after a long discussion, being 'strengthening intermediate organisations'. For the civic engagement dimension three outcomes were formulated being: school attendance of vulnerable children has increased; children are less burdened with household tasks; and women are economically empowered to buy educational material for their children. For the dimension of strengthening intermediate organisations the outcomes defined are: an increased awareness of the community about the importance of education and the negative effects of child labour and an increased awareness of students and the youth on Harmful Traditional Practices (HTP) and HIV/AIDS.

5 Results

5.1 Results obtained in relation to intervention logic

An inventory was made of progress being made by ADAA in comparison to its project documents. However the quality of the progress reports may have hampered the presentation of facts and figures.

The project comprises five specific objectives:
1. Planned: 2800 students in 10 ABE centres will have successfully complete 1st primary education and 85% of them join second primary education in year 2015: Until 2014, 3652 students were enrolled in the then ABE centres, of which 1523 girls. An unknown number of very poor children and disabled children has enrolled, and mothers have been organised into ten self-help groups as to be able to pay for school related costs. ABE centers follow the Non Formal Education curriculum which has been officially recognized by the National Government. Similar also the ABE centers are officially recognized by the Government and as such fall under the supervision of the WEO (Woreda Education Office). In these ABE centres education is ensured by teachers trained by SKN and ADAA.
2. Prevalence of FGM and EFM reduced by 25% in year 2015: no percentages are available but ADAA managed to prevent five early forced marriages and 14 Female Genital Mutilations. As a result of awareness raising activities and CCG activities of ASAA in almost all intervention ' kebeles' of the project, local traditional leaders formulated by-laws that prohibit FGM. These by-laws are reinforced by the traditional and religious leaders via social sanctions, like excluding the offenders from 'sharing fire'.
3. Teachers in 10 ABE centres have improved professional competence and teaching skills and a healthy and friendly school environment is created in 10 ABE centres: a number of courses have been administered, as well as meetings were conducted where experiences could be exchanged. The relations between the 10 ABE centres and nearby formal schools have grown stronger.
4. Two kebeles free from child labour: according to our understanding 10 community conversation groups (one per kebele); 10 child labour free zone committees (kebele offices and community elders); 10 child wellbeing advisory committees (CWACs) have been established but no mention has been made of kebeles where child labour is completely abandoned.

Important achievements were made on most of the project outputs, especially in terms of enrolment rates and training efforts.
In addition to the MFS II fund and supporting the fourth objective of creating child labour free zones, SKN obtained funding from the "Stop Kinderarbeid Campagne" (amount unknown).

5.2 Changes in civil society in the 2012-2014 period

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.

Civic engagement slightly increased since the baseline study, mostly in terms of community involvement through community conversation groups and reaching out to traditional and religious leaders. Between 2011 and 2013 ADAA decided to involve community representatives next to people from the concerned government offices in participatory risk assessments (PRA) in order to address the needs of the target

groups in a more holistic matter[25]. Other developments in the civic engagement area since the baseline include:

- Attendance rates have increased by the use of two volunteers per kebele who meet school teachers every day to assess attendance. [26] From the documents it cannot be retrieved whether these efforts really had an impact. In 2013, a total of 49 volunteers have been trained by ADAA on methods to create child labour free Kebeles, to conduct child inventory at community level and the usage of tools in mobilizing community to send children to school.
- ADAA received for the NFB project in Siraro MFS II funding for the period 2011-2015 with the objective to improve access to basic education by the establishment of ABE centers in 10 Kebeles. In 2011 a first number of 7 ABE Centers have been established, to be follow by the creation of an additional number of 3 ABE centers in 2012. Hence, in total 10 ABE centers have been established with MFSII Funds. According to the documents 3652 children, of which 1532 girls, are enrolled in the ABE programme at the end of 2013, which is 152 more than the 3500 planned. The majority of people interviewed confirm that enrolment rates have gone up and the number of drop-outs has been reduced.
- The inclusion of disabled children in the school system has been a focus point since the baseline. Between 2012 and 2014 seven children with different disabilities have been identified via house to house registration and enrolled in the ABE centres. Whereas a field monitoring report of 2012 states that not much has been done in supporting Children With Disabilities[27], the 2013 Alliance research report of Berke and Ero[28] states that an improved environment has been created in the ABE centres for disabled children.

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.

ADAA's engagement in civil society
ADAA did not engage in new networks since the baseline. Some new programmes with existing networks have been developed like a program with the Consortium of Reproductive Health Association (CORHA) on reproductive health for young students and a program on assistance for women self-help groups with the Sustainable Land Use Forum (SLUF) [29]: Funding for the start-up capital provided for the SHGs came mainly from the SLUF.

The Child and Development Alliance stimulates that its partners learn from each other. However no evidence was found that such collaboration has intensified since the baseline and one explanation given for this is that partners in the Alliance see themselves as competing organisations.[30] A second explanation is that the geographic dispersion of the MFSII partners which make networking and collaboration more complicated.

ADAA is a member of the C6NGOs Consortium of 6 NGO's (ADAA, CDI, ERSHA, FC, OSRA, HUNDEE) which receives funding from ICCO for the implementing of the "Integration of information and communication technologies on agricultural value chain" project under the lead of FC. Networking in this consortium also not perceived as being sufficient to enable adequate horizontal sharing of experiences, best practices, resources and information on a common agenda of awareness raising activities and provision of services to children.[31] ADAA is also member of the Basic Education Network BEN.

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[25] Interview with program manager
[26] Interview with external resource person
[27] Field Monitoring report Amakelew- ADAA 2012
[28] Berke & Ero (2013) *Awareness Raising Activities and Strategies: Ethiopia. Research in Support of the Learning Agenda under the Child & Development Alliance.*
[29] Interview with program manager
[30] Interview with SKN
[31] Executive staff and Program staff ADAA

Level of organisation at community level

ADAA is empowering community structures to defend the interest of disadvantaged groups. The community conversation groups for example consist of some 60 persons that for 7 months attend meetings every fortnight, including kebele officials. After these 7 months new people from the community are selected. Meanwhile members talk to their neighbours and consult with the volunteers. Influential and respected religious and traditional leaders who are being trained by ADAA are in charge of getting the message across in the community conversation groups with regards to education, abolishment of HTPs and child labour. Some indications exist that these CCGs are now claiming their rights vis-à-vis service providers or the government.

One public sector official however states that there is no civil society organisation that is capable to defend the interest of marginalized groups since this is a task of the government[32]. In light of the restricted political environment for L&A in Ethiopia, this could be interpreted as a political statement based on the dominant ideology of the government that only the state is able to take care of the well-being, interests and 'rights' of the population, including the marginalized.

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, are deemed crucial to gauge not only progressiveness but also the extent to which civil society's practices are coherent with their ideals.

No significant change was mentioned by the interviewees on practice of values: ADAA still reports all its activities and financial utilization to community representatives, government, traditional and religious leaders, CMCs and other stakeholders on a quarterly basis. Reporting to the general constituency and external auditing is done on an annual basis.

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 ADAA 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.

Between 2011 and 2013 a total of 10 new community conversation groups (CCGs) were established with 50-60 members consisting of community leaders, religious leaders (Aba Gedas), previous circumcisers, and other persons from concerned governmental bodies. These members stay in one group for 7 months and then they are replaced by other members of the community to increase the number of people reached. A facilitator for change has been assigned by ADAA to facilitate the groups. The community conversation groups are used as an entry point to mobilize and encourage the community to engage in different developmental activities (i.e. house registration) and make them aware of the need for minimizing child labour, reducing child drop out, preventing early marriage, and fight against HTPs. To make the conversation more natural, attractive and adapted to the local context, ADAA provides coffee for the participants (in the form of coffee ceremonies). During the baseline ADAA expressed the ambition to reach a 100% eradication of HTPs via the CCGs by 2014. From the documents it cannot be concluded whether this goal has been reached, though it is stated that the CCGs reached consensus to take social

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[32] Interview with program manager

action and that Education Cluster office representatives and local authorities assisted in implementing the sanctions.

Next to the 10 Community Conversation Groups, ADAA also created 10 child labour free zone committees and 10 Child Well-Being Advisory Committees (CWAC). The Child Labor Free Zone Committees (CLFZC) consist of kebele officials and community elders and they are formed to ensure the sustainability of the ABE centres[33]. The CWACs consist of the kebele's chairman, health extension workers, development agents, school directors, religious leaders, representatives of women associations. This committee is structured to function from the smallest governance system i.e "team" to the whole kebele administrative systems. Identification of out of school children, prevent student dropout, return drop out students, and encourage girl's education are among the major duties of this committee[34].

Between 2011 and 2013, one SHG per kebele consisting of destitute mothers (hence 10 in total) has been established and 1000 birr has been provided for each SHG. Each SHG received basic training on business planning, savings and on how to run and scale up their business. The mothers have a weekly meeting and saving timetable. During their weekly meeting, they discuss both business and their family life. The women of one self-help group interviewed said they were proud they could now buy their children school facilities: they have become model women in their community and they are encouraging other women to also form or join a SHG.

In the interviews it is furthermore mentioned that awareness on child labour has increased due to the organisation of community conversation groups, the existence of model households, different committees (Parent Teacher Associations (PTA), Centre Management Committees (CMC), CWAC), and the idirs. The in- and out of school clubs are trying to increase the youths' awareness on HTP and HIV/AIDS. Their performance is however questioned since the children in these clubs are of young age and the number of students they reach is small.[35] However some children have started to influence their parents. [36][37]

In 2011, the action plan formulated a recommendation to establish relationships with the private sector. The results-feedback sheet in 2013 states these efforts have been limited due to the absence of development oriented private sector in the area. The executive leader confirms in the interview that no changes have occurred since the baseline. According to the field staff some efforts have been made in linking farmer cooperatives to financers.

Collaboration with the public sector intensified in the past two years. They are attending meetings and workshops convened by ADAA and receive quarterly reports on school attendance of Children. In the first place they acknowledge ADAA's role in the construction of schools and ABE centres that help to realise their public policy 'Education for All'. In the second place they acknowledge that ADAA's work with communities is effective and increasing child enrolment and decreasing the number of school drop outs. One official stated: "ADAA influenced our office and its work on its strategy for reducing dropouts and retention of children. The organization engages community members to go house to house and bring back drop outs by enhancing community awareness on the value of education. We had tried and failed before. Now we have learned. For example in Shirkeno Keta Primary school out of 394 children last year half of them dropped out. This year with lesson from ADAA there are only few children who dropped out. Dropping out has reduced by 50%. In this respect; we want to follow ADAA's footprints", Dalu Tuye, Planning and program expert of Siraro WEO.[38] During the endline assessment the same Woreda Education Office states that they have started to copy ADAA's community approach.

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[33] Monitoring report ADAA 2012
[34] Annual report ADAA 2013
[35] Interview with SPO staff and observation of evaluation team
[36] 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
[37] Club members
[38] 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

According to SKN, ADAA, in its relations with local government officials, also has found appropriate strategies to engage them for improved service delivery by emphasizing that children have rights that need to be respected[39].

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 ADAA is coping with that context.

Although both the government and ADAA want to achieve the national government's goal of 'education for all' some concerns need to be addressed in order to sustain the changes when the project closes in 2015.
- In the first place all ABE centres are to be formally registered before they enter into the national education system. ADAA has been working on this since the first schools were constructed. Experiences though from other SKN partners learn that occasionally local governments, in search for a continuation of the project, do not proceed to the formalization of the ABE centres.
- In the second place, the formal school system only employs teachers which graduated from Teacher Training Colleges. ADAA's ABE centres are run by facilitators trained by the NGO and which have been elected by local communities. These facilitators have received special courses in child-centered education during the project and ADAA is offering these facilitators to obtain their official diploma through officially recognized summer schools. Since 2013, newly employed facilitators all are teachers that graduated from TTC. Moreover, as of 2013 the already employed facilitators that have no teachers certificate follow summer courses at the TTC with the support of the WEO, with the perspective of acquiring the teachers certificate after having followed 3 summer courses.

For the past 5 years ADAA has been able to engage in a constructive dialogue with the local government which also has helped the NGO to address these sustainability issues.

5.3 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)?

5.3.1   Civic engagement

Three outcomes were identified to assess the extent to which ADAA has contributed to the CIVICUS dimension 'civic engagement'; increased school attendance of vulnerable children; children are less burdened with household tasks, and; women are economically empowered to buy educational material for their children. These three outcomes are interrelated and hence will be dealt with together in terms of attribution.

Increased school attendance and decreased school dropouts
The five most important reasons for children not attending school are the following:
- There are no schools or ABE centres;
- Children are spending their time on household chores, work on farmland or keep an eye on the herd[40];
- Families are not well settled and migrate to other places in search of drinking water or grazing grounds for their cattle;

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[39] Interview with SKN
[40] At the start of the project in January 2011 almost all children that were enrolled in 2012 were out-of-school working children (additional note made by CFA)

- Children With Disabilities do not have access to schools or ABE centres;
- Families cannot afford to pay for school materials and contributions needed to send their children to school.

The following table shows how school attendance has increased in the ten ABE centres supported by ADAA in the 2012 – 2014 period.

Table 4

Student enrolment and school dropouts between 2012 and 2014; ten ABE centres supported by ADAA

Years	Total Enrolment	Female enrolment	Dropout
2012	3132		441
2013	3522		190
2014	3652	1523	150
0-level in 2014	542	249	

Sources: Records provided by ADAA

Though there is some indication that attendance rates have gone up since the baseline study[41], a local advisor of SKN observed that when on field visit in early 2013 that in the ABE centres visited, a significant number of school age and pre-school age children were in the compound, but not attending classes.[42] This might possibly indicate that teachers were absent[43].

A total of 2414 (1096 girls & 1319 boys) children were identified out of school of which 12 were CWD during house-to-house visits in one month between 2012 and 2013. 2141 of these children (986 girls) and four CWD enrolled in three ABE centres. A total of 350 children with disabilities or from destitute families received support for different education materials.[44] We observe here that these figures do not match with the increase presented in table 4.

In trying to increase attendance rates, ADAA uses multiple interventions.
- Community conversation groups (one in each kebele, with 50-60 members[45]) and influential leaders are used to raise the awareness of parents and officials about the importance of sending children to schools and about HTP. Members join these groups for 7 months and then they are replaced by other members of the community to increase the number of people reached. Among the members are influential (religious and traditional) leaders, (ABE) Centre Management Committees and local officials. Facilitators of change trained by ADAA together with the influential community leaders organise the CCGs. In total 7697 persons participated in these CCGs in the 2012 – 2014 period.
- Each Kebele has two ADAA trained facilitators of change. Apart from facilitating the CCGs they support teachers in teaching methods and record keeping. Their selection among other things is based on their residence in the kebele and upon approval of the local leader(s).
- Two ADAA-trained volunteers per kebele check attendance rates by going to the ABE centres and meet with the teachers on a daily basis.[46] The volunteers furthermore enhance community participation by conducting house-to-house visits.
- A thorough needs assessment is conducted before choosing a location for a new ABE centre to ensure easy accessibility.[47]

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[41] Interviews conducted with the executive leader, field staff, and SPO staff. Records provided by ADAA also point to a decrease in the number of dropouts: 441 in 2012, 190 in 2013, and 150 in 2014.

[42] Observed by local advisor of Stichting Kinderpostzegels, during a field visit observation beginning 2013

[43] Interpretation by evaluation team

[44] SKN: Powerpoint presentation on the accomplishments of a one year project on Child Labour Free Zone Project implemented by ADAA

[45] In each kebele there are three zones, in each zone there are 13-15 Geres/Got (organisation of five community members in one group), and each Got has many Shenes (one to five household cell formations). The CCs are held at Gere level and hence there are 50-60 people participating in the CC.

[46] In 2013, 49 volunteers were trained by ADAA.

[47] Interview with executive leader

- ADAA also created 10 Child Well-Being Advisory Committees (CWAC) at kebele level and one at woreda level. Woreda and kebele representatives of local government, including those of women associations meet periodically to address issues of school drop-outs, school attendance rates as well as searching for solutions. At sub kebele level (cluster or zonal) another committee that represents 30-40 households and a more decentralised structure that regroups 5 households are in charge of closely monitoring and supporting households to send their children to school[48]. These entities conduct house-to-house visits to address school attendance.
- The Child Labor Free Zone Committees (CLFZC) consists of kebele officials and community elders and they are formed to ensure the sustainability of the ABE centres[49].

These interventions, in particular the CCGs that are estimated to explain 80 % of the outcome and the CWACs and the presence of ABE centres provide the most plausible explanation of the outcomes. ADAA received both MFS II funding from SKN as well as funding from "Stop Kinderarbeid Campagne" (amount unknown). The funding ADAA receives from the "Stop Kinderarbeid Campagne" is not used for the NFB project financed with MFSII Funds, but for another project in 7 other Kebeles of Siraro district. The 10 ABE Centers established in 2011 and 2012 in which the abovementioned 3652 children enrolled are the result of only the MFSII funding.

The local government working towards achieving it 'Education for All' policy is also making efforts to increase school attendance. They identify households/parents as a role model for others in order to change the perceptions of communities with regards to sending children to school and child labour, but state that this approach compared to the house-to-house visits organized by ADAA are less successful.[50] The Education bureau therefore started to collaborate with ADAA on door to door registration.

Female Self Help Groups
Whilst confronted with the fact that a number of families cannot afford to send their children to school, ADAA organized self-help groups (SHGs) of destitute mothers to start income generating activities that would help them to buy educational materials for their children. In 2014, some (but not all) mothers in these SHGs generated enough money to buy school equipment[51]. One of the SHGs was able to save enough to be granted a bank loan and they have bought farming land. The interviews with SHG members suggest a strong motivation of women to be self-sufficient and being able to buy school materials for their children. Attendance rates of children is also discussed among members in the SHGs.[52] It is furthermore suggested that the SHGs go beyond economic benefits for the members, as women feel less dependent on their husbands, are able to hire help in household tasks, and also improve their habits with regards to hygiene and clothing[53]. No information is available about the success rates of all ten SHGs and the extent to which the mothers can now send their children to school.

Contributions by ADAA consist of the following:
- Identifying children that cannot attend school because their parents are poor. Organising the mothers in SHGs so that they can start their own income generating activities and meanwhile covering the costs for stationary of 50 children (in 2013).
- The above mentioned efforts to organise Community Conversation Groups in which influential community leaders participate as well as local officials and to establish a structure that monitors school attendance for children from household level to kebele and woreda level (CWAC) which conducts house-to-house visits to discuss problems and solutions.

Contributions by the government consist of linking SHGs to Micro Finance Institutions.

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[48] SKN: Powerpoint presentation on the accomplishments of a one year project on Child Labour Free Zone Project implemented by ADAA
[49] Monitoring report ADAA 2012
[50] Idem
[51] Interview with two members of SHGs.
[52] Interview with external resource person
[53] Idem

Some women in the SHGs also serve as model women in the community[54], which suggests that the government is basing its role model approach upon households supported by ADAA. We conclude that both the local government and ADAA explain the above outcome.

5.3.2 Strengthening Intermediate Organisations

The in-country evaluation team did not assess the performance of any of the 10 CCGs, the CWACs, the Parent Teacher Associations, the Centre Management Committees, the Social Accountability Committees, the school clubs, all of which are based upon the work of volunteers and occasionally with support of local government officials.

From the documents made available CDI understands the following:
The Community Conversation Groups and the Child Well-being Advisory Committees are based upon traditionally existing institutions in society. At the lowest level five households form one network through which communication from ADAA and from the government passes. These networks are regrouped at zonal level into groups of 50 to 60 households (Geres), the structure used to have the community conversations. The kebele is the first administrative level on top of the Geres, followed by the Woreda administration.

According to the in-country evaluation team ADAA does not pay that much attention on the internal performance of separate structures but focusses on the outcomes of these structures. [55] As described in the previous paragraph, the outcomes of these structures are however promising.

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

The 2012 theory of change constructed with ADAA formulates one overall goal; "Strengthening community groups which play an active role in improving the educational situation of Siraro Woreda.

For this to happen four conditions needed to be in place: strengthened youth clubs in school; Parent Teacher Associations; Centre Management Committees, and; Community Conversation groups.

Though we observe that a lot has been done in the past years to increase the attendance rate of children ADAA's focus has shifted from improving the school/ABE centre's performance through PTAs, youth clubs and CMCs towards strengthening community based structures and networks in which in particular the PTA and the CMCs participate and that are capable of covering all households.

Given the results in terms of increased school attendance including CWD and less school drop outs this reorientation seems to have been relevant, but on the other side no information is available that assesses the quality of education ensured at the ABE centres and the role of the CMC's in these, as well as that of PTAs in formal schools.

The field staff also believes that ADAA's is now increasing its scope in the woreda because since 2012 the number of projects increased to five; two by ICCO and three by SKN.

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

The rural population in Siraro district is growing tef and maize and keeping livestock as the most important livelihoods strategies. However grazing land for cattle has declined and is increasingly

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[54] Interview with External research person
[55] Discussion with ADAA staff during workshop

restricted to waste land, roadsides, edges of cropping fields and fallow land during the wet season. Cattle keeping is constrained by shortage of water, therefore households sometimes migrate to other areas as a means to secure their livelihoods.[56] Children play a prominent role in household, agricultural and livestock keeping tasks which, apart from migration to other locations, also explain that not all children go to school despite the national policy "Education for All".

The most important causes for disability in Ethiopia can be prevented because they relate to contagious diseases and poverty; therefore much can be done to integrate disabled children into the school system, if communities are made aware that also disabled children have the right to education[57].

Against this back ground the interventions of ADAA are relevant, starting from constructing nearly all schools and ABE centres in the woreda, of which 7 were established in 2011 and 3 new centres since 2012, that have the potential to become registered as formal schools to mobilising households and communities to the importance of sending children to school, to raise their awareness that disabilities are related to diseases and not to traditional believes.

Apart from mobilising entire communities, the interventions of ADAA are also very relevant in terms of constantly engaging with local officials at kebele and woreda level. This helps to keep them informed and they have made meaningful contributions to ADAA's project.

5.4.3 Relevance of the changes in relation to the policies of the MFS II alliance and the CFA

SKN is implementing two programmes in Ethiopia; that of "stop child labour through education" and "the girl's rights" programme. ADAA is contributing to both programmes with its focus on school enrolment, harmful traditional practices and child labour.

The MFS II programme of Child and Development Alliance of which SKN is a member does not have a specific civil society policy. In practice though most of the projects implemented do heavily rely upon the functioning of community based structures such as CCGs, PTAs and volunteers and organising these into networks from local to woreda level, which are important instruments to increase the CIVICUS dimension "civic engagement" including important elements such as social inclusion.

Collaboration between the Ethiopian partners of the C&D Alliance has not yet materialised in terms of joint learning (CIVICUS dimension "level of organisation") although this is being promoted by the Alliance. Efforts to jointly engage in a constructive dialogue with government officials for improved service delivery in the education sector is done via the Basic Education Network (BEN), of which all SKN partners with MFS II funding are a member. Because of this important role of BEN, this network receives financial support of SKN from the MFSII Program. At SPO level, and in particular ADAA, constructive dialogue is taking place (CIVICUS dimension "perception of impact").

SKN is confident that ADAA has made structural improvements in the education system in Siraro Woreda and that these will persist after the project has closed. This is based upon previous projects in other locations were the former ABE centres continue to expand.

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[56] Amenu, K., Markemann, A., Roessler, R., Siegmund-Schultze, M., Abebe, G. and Zárate, A.V. 2013. Constraints and challenges of meeting the water requirements of livestock in Ethiopia: Cases of Lume and Siraro districts. Tropical Animal Health and Production 45(7): 1539-1548

[57] Berhanu Berke, Debebe Ero. September 2013

5.5 Explaining factors

5.5.1   Internal factors

In the 2011 action plan it was recommended that ADAA would develop a marketing and communication strategy to timely inform stakeholders about ongoing activities. In 2013, the goal of regular publication was not met because no budget was allocated due to the problem of complying with the 70/30 regulation. ADAA did manage to put electronic publications on their website.

ADAA produced reports that show plans and performances of its activities. The reports are indicative of the number of children accessing education, health and other services. The reports also show the number of community members and sector government staff covered through awareness raising workshops, events and capacity building programs etc. Nonetheless, although these are ways measuring results in the form of outputs, they do not adequately gauge impacts or changes in attitude and behaviour.

MFS II funds budgeted for civil society building in this project is approximately 10% of the total budget. The realisation of 2012 however shows overspending on overhead costs (115%) and underspending on the civil society/capacity building activities (53%)[58]. For 2013, the civil society component is overspent, but this is mainly due to the purchase of a field vehicle[59]. The actual amount spent on civil society building in this project appears marginal.

5.5.2 External factors

The field staff mentions they believe the European financial crisis has improved since they receive more funding and are able to expand the intervention scope of ADAA.

In the Woredas ADAA is operating in there is a water shortage which leads to children dropping out of school since parents decide to relocate. Scarcity of water also resulted in a delay in construction activities. To solve this issue, ADAA tried to motivate and organise the community to bring water from distant areas using donkeys or horse carts.

Other external factors influencing the performance of the ABE centres are: shortage of student text books; the difficulty of recruiting female facilitators; market fluctuation in the price of industrial materials; lack of sanitary facilities in some centres; difference in the quality of facilitators; and overcrowded classes due to increased school enrolment of 'out of school children'.[60] Another factor influencing the construction of the ABE centres, especially in the rural areas is the new government tax regulation which forbids masons and carpenters without TIN (Tax Identification Number) to take on construction work. As a result, especially in rural communities no one is able to do the work since there is no government office that facilitates the TIN procedure.

5.5.3   Relations CFA-SPO

In their last contract, SKN mentions the project will be terminated by the end of 2015. They advise ADAA to already prepare the local community and other relevant actors for the phasing out and to make sure that all ABE Centres established with the support of the project will be sustainable and ready for handing over to the Woreda Education Office as to become formal schools. From experience in other areas, SKN insisted that ADAA would involve the Woreda Education office from the start of the project to make sure there was support for handing over the 10 ABE centres in 2015. Also in providing budget for building extra classrooms in 2013-2014, a 'matching fund' of the government was demanded[61]. As a response,

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[58] Annual Financial Report NFBE project January to December 2012
[59] Annual Financial Report NFBE project January to December 2013
[60] ADAA Annual report 2013
[61] Feedback letter from SKN to ADAA

the office assigned one teacher for all centres. The project office furthermore lobbied with the WEO to cover the salaries of some facilitators as of the 2013 Ethiopian academic year. From the documents it could not be retrieved whether the WEO did indeed cover the salaries as for that academic year.

6 Discussion

6.1 Design of the intervention

Research on Non-Formal Education (NFE) initiatives indicate that this type of approaches to education may be more relevant and accessible to students and community members than formal education, including that it may enhance the participation of girls and marginalized populations. It may also be less costly to both the implementers and the communities than formal education (Anis, 2007). Other research suggests that NFE in reality are, or may be perceived as being neither of second rate to formal education, and thus neither be more relevant to the communities nor enhance the demand and participation in education (Bedanie et al., 2007).

A study conducted by Linussen (2009) looked at how participants and guardians of participants perceive the quality and relevance of the Alternative Basic Education (ABE) program in the Amhara National Region of Ethiopia. The findings indicate that the participants of the program and guardians of participants in ABE which were included in the study valued the ABE program positively to a large extent. Some areas of improvement were identified, such as the infrastructure of the Alternative Basic Education Centres (ABEC); the order and discipline in the ABECs; and the attendance of the facilitators. In other areas, such as the organization of the education and the intended strategies on adapting to local needs were perceived to be of good quality, but it should be ensured that those intentions are being followed up in practice.

ADAA's approach in setting up the ABE centres seems holistic in their use of facilitators to support the teachers and their involvement of stakeholders in PTAs and CMCs. The documents do not elaborate on the quality of education in the centres however and a coherent plan on how the ABE centres will be handed over to be the responsibility of the education office in 2015 is missing.

Linussen (2009) furthermore suggests in her research that some modifications of the school calendar, in order to make it more compatible with the farming seasons would possibly signify an improvement and lower the risks of some students dropping out from school. Admassi (2003) comes to a similar conclusion in his research on the conjunction of schooling with children's participation in child care, farm care, and other household responsibilities. The result suggests that combining work with school attendance is common among school children in Ethiopia, although some activities may hamper school attendance more than others. Hence, a gradual policy towards child labour may be necessary in the context of subsistence economies, where initial interventions should aim at making the combination of work and school attendance possible rather than immediately eliminating child labour. To achieve this, introduction of a flexible school system that recognizes the peak demand seasons for family and agricultural labour may be necessary.

ADAA's intervention strategy in increasing enrolment rates and reducing dropouts is built on community involvement and linking and networking within the civil society arena by bringing influential actors together in either community conversation groups or committees. The creation of these new community structures is a promising intervention, particularly because they have a clear vision and know their mandate. These structures bring various actors together that each know their role and hence complement each other. Their potential lies in their capacity to ensure common action for good quality and accessible education.

However, according to the information available with the evaluation team, ADAA and SKN have not considered modifications of the school calendar and opted for an immediate elimination of child labour which might hamper their efforts and that of the Government to ensure 'Education for All'.

In terms of replicability, working through influential leaders and creating awareness with the use of traditional systems such as is the case with ADAA's CCGs and CWACs that involve local officials might possibly be replicable. However their success will depend upon the socio-cultural context in which such a project would be implemented, as well as the commitment of the local government services to take part in the project. A more gradual approach that combines child labour with school attendance needs to be further investigated, in particular when working in areas that largely depend upon a subsistence economy.

6.2 Evaluation methodology

A methodology was design to conduct this evaluation – see appendix 2. The methodology in itself provides enough guidance to conduct a Theory Based Evaluation, although the process tracing methodology requires substantial understanding of the different steps to take.
Generally speaking we observe that the CIVICUS framework has never been used for evaluation purposes, and that the period between the baseline and end line study hardly covers two years, whereas the entire MFS II period covers 5 years. Furthermore, we observe that the interventions by the SPOs do not distinguish interventions that relate to Civil Society or Policy influencing from other interventions. This makes it occasionally difficult to obtain a clear focus for the civil society evaluation.

Critical steps in the evaluation methodology are the following:

1. Linking project interventions from the SPO to the CIVICUS framework. The project documents do not provide this information and are based upon the interpretation by the evaluation team in the Netherlands.
2. The extent to which the project documentation enables the Dutch team to understand the in-country realities. If the quality of the reports is weak, then the guidance provided to the in-country evaluation team is weak. Therefore deciding upon the outcomes to be selected for in-depth process tracing was sometimes hampered by incomplete and un-clear project documents.
3. After the workshop with the SPO, the in-country team had to decide upon which outcomes they will focus on for the in-depth process tracing. There was a tendency to selecting positive outcomes achieved.
4. Designing the model of change that explains the outcome achieved, followed by the inventory of rival pathways to explain that outcome has also proven to be a critical and difficult step. In this phase it is critical that the evaluation team works together to brainstorm on alternative pathways. A major challenge is that in-country teams at this moment of the evaluation have obtained a lot of information from the SPO, and not from other NGOs or resource persons, which possibly might strengthen their bias in favour of attributing change to the SPO.
5. The following step of identifying the information needs to confirm or reject these pathways and to identify the method of collecting the information needed. Also this step has most chances to be successful when the evaluators work together.

Information gathering to assess the relevance of the changes in civil society and the explaining factors generally speaking was not challenging.

Critical conditions for this evaluation methodology are:

1. Project documents and progress reports need to be available in time, and they need to systematically report not only on outputs but also on effects on the changes in peoples livelihoods (civic engagement), and at least the performance of organisations that received support from the SPO. None of the SPOs in the sample have an M&E system in place that measures the organizational capacity of the organisations they support.
2. The evaluation team needs to have a thorough understanding of the CIVICUS framework and the interpretation of the indicators used for this evaluation.
3. The evaluation team needs to understand how process-tracing works and the in-country evaluation teams need to develop a critical stand towards the interventions of the SPO that enables them to

identify rival explanations for the outcomes achieved and to identify the appropriate questions to confirm or reject pathways. Because this is a new methodology, much depends upon the team's previous experiences of theory-based evaluations.

4. The methodology developed and in more generally terms theory-based evaluations are more time-consuming than randomized control trials.

5. The process-tracing methodology requires a continuous process of analysis of information obtained and identification of further information needs to be able to make a plausible contribution claim. This capacity of critical reflection is one of the core capacities needed to successfully conduct a theory-based evaluation like process-tracing.

7 Conclusion

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 the SPO are related to civic engagement and perception of impact. With regards to the first dimension we observe a slight improvement in terms of community involvement through community conversation groups and reaching out to traditional and religious leaders. It is furthermore observed that civic engagement has been enhanced through the increase in school enrolment rates as well as attendance rates and a reduction in the number of dropouts.

With regards to perception of impact, we observe that ADAA efforts to create community structures in the form of community conversation groups enhanced community involvement and created a shared idea of responsibility for development and the wellbeing of children. ADAA's child labour free zone approach by forming Child labour free zone committees and Child Well-Being Advisory Committees (CWAC) ensures a common sense for action and brings important stakeholders together on different levels.

ADAA's collaboration with the public sector intensified in the past two years. In the first place they acknowledge ADAA's role in the construction of schools and ABE centres that help to realise their public policy 'Education for All'. In the second place they acknowledge that ADAA's work with communities is effective and increasing child enrolment and decreasing the number of school drop outs.

Contribution Analysis
The first outcome that we looked at is the extent to which ADAA contributed to an increased school attendance of vulnerable children and a reduced number of children being burdened with household tasks. We conclude that, in particular the CCGs are estimated to explain 80 % of the outcome and, together with the CWACs and the presence of ABE centres provide the most plausible explanation of the outcomes. ADAA received both MFS II funding from SKN as well as funding from the National Lotery (NPL-Nationale Postcode Loterij) and SKN in the "Stop Kinderarbeid Campagne" (amount unknown).

For the outcome of women being economically empowered to buy educational material for their children, we conclude that both the local government and ADAA have significantly contributed.

For the second outcome of strengthening intermediate organisations the in-country evaluation team was not able to assess the performance of any of the CCGs, the CWACs, the Parent Teacher Associations, the Centre Management Committees, the Social Accountability Committees, the school clubs. Hence, no conclusions on their performance nor ADAA's role in strengthening them could be drawn.

Relevance
With regards to the 2012 ToC established with ADAA, we observed a shift from improving the school/ABE centre's performance through PTAs, youth clubs and CMCs towards strengthening community based structures and networks in which in particular the PTA and the CMCs participate and that are capable of covering all households. Given the results in terms of increased school attendance including CWD and less school drop outs this reorientation seems to have been relevant, but on the other side no information is available that assesses the quality of education ensured at the ABE centres and the role of the CMC's in these, as well as that of PTAs in formal schools.

Against the background of children playing a prominent role in household, agricultural and livestock keeping tasks in the Siraro district, the interventions of ADAA are relevant, starting from constructing nearly all schools and ABE centres in the woreda, of which 3 new centres since 2012, that have the potential to become registered as formal schools to mobilising households and communities to the importance of sending children to school, to raise their awareness that disabilities are related to diseases and not to traditional believes. Apart from mobilising entire communities, the interventions of ADAA are

also very relevant in terms of constantly engaging with local officials at kebele and woreda level. This helps to keep them informed and they have made meaningful contributions to ADAA's project.

Collaboration between the Ethiopian partners of the C&D Alliance has not yet materialised in terms of joint learning although this is being promoted by the Alliance. Efforts to jointly engage in a constructive dialogue with government officials for improved service delivery in the education sector is done via the Basic Education Network (BEN), of which all SKN partners with MFS II funding are a member. Because of this important role of BEN, this network receives financial support of SKN from the MFSII Program. At SPO level, and in particular ADAA, constructive dialogue is taking place. SKN is confident that ADAA has made structural improvements in the education system in Siraro Woreda and that these will persist after the project has closed. This is based upon previous projects in other locations were the former ABE centres continue to expand.

Explaining factors
The evaluators observe considerable underspending for civil society/capacity building initiatives in 2012 and 2013 which might possibly indicate that with more support to the CCGs, the SHGs the PTAs, the CWACs, these CBOs might increase their performance. They also observe that although records are well kept and outputs are being measured, no information is being collected at the level of outcome such as performance of the CBOs and effects of the SHGs at household level.
The most important external factors that may impact upon ADAA's performance are related to the construction and supply of the ABE centres, being mainly water scarcity, lack of labour in remote areas due to government regulation, and lack of text books. Though serious efforts have been made to entail a smooth transmission of the ABE schools to the Woreda education office, incentives on the side of the education office to safeguard donor funds could hamper the process.
The relations between SKN and ADAA seem constructive.

Design
In terms of replicability, working through influential leaders and creating awareness with the use of traditional systems such as is the case with ADAA's CCGs and CWACs that involve local officials might possibly be replicable. However their success will depend upon the socio-cultural context in which such a project would be implemented, as well as the commitment of the local government services to take part in the project. A more gradual approach that combines child labour with school attendance needs to be further investigated, in particular when working in areas that largely depend upon a subsistence economy.

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	7
The CS interventions were implemented as designed	7
The CS interventions reached their objectives	6
The observed outcomes are attributable to the CS interventions	8
The observed CS outcomes are relevant to the beneficiaries of the SPO	8

Score between 1 to 10, with 1 being "not at all" and 10 being "completely"

References and resource persons

Documents by SPO

Title	Year
MFS Financial Report ADAA	2011
Narrative Report NFBE project (July 1 – December 31 2012)	2012
Narrative Report NFBE project Siraro (January – June 2012)	2012
NFBE Annual Narrative Activity report (July –December 2012)	2012
ADAA NFBE Annual Report	2013
NFBE project Siraro Revised Plan ADAA	2014

Documents by CFA

Title	Year
Contract of Gift ADAA	2011
Contract of Gift NFE project Siraro ADAA	2012
Result Based Report gender based ADAA	2011
CPP Development Action plan ADAA	2012
ADAA NFBE Narrative Action plan 2013	2012
Feedback letter to ADAA ref findings field visit to Siraro	2012
Field Monitoring Report Amakelew-ADAA	2012
Contract of Gift NFBE project Siraro ADAA	2013
ADAA Assessment Results-Feedback sheet final	2013
ADAA Monitoring report Amakelew	2013
Report Exchange visit West-African partners to CLFZ projects Ethiopia	2013
Result Based Report ABE project ADAA	2012
Revised work plan and timeline	2013
Student Data per ABE center Siraro ADAA plus out-of-school	2013
Contract of Gift and Approved budget	2014
Powerpoint presentation on the accomplishments of a one year project on Child Labour Free Zone Project implemented by ADAA	2013
CPP Development Action Plan ADAA	2012
Report Exchange visit West African Partners to CLFZ projects Ethiopia	2013
ADAA presentation CWAC in CLFZ project Siraro (powerpoint)	2013
A History of Development and Change (1988-2013)	2013

Documents by Alliance

Title	Year
Berke, B. & Ero, D. (2013). *Awareness Raising Activities and Strategies: Ethiopia. Research in the support of the Learning Agenda under the Child & Development Alliance*	2013
Baseline C&D Alliance MDG Ethiopia 2011	2011
Annual report 2013 C&D Alliance	2013
ANNEXES to annual report 2013 C&D Alliance	2013

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Webpages

International Center for Not-For-Profit Law (ICNL)	NGO Law Monitor: Ethiopia	http://www.icnl.org/research/monitor/ethiopia.html	2014
Freedom House	Freedom in the World: Ethiopia	https://freedomhouse.org/report/freedom-world/2014/ethiopia-0	2014
Fund for Peace	Failed States Index	http://ffp.statesindex.org/rankings-2013-sortable	2013
Social Watch	Basic Capabilities Index 2011. The boom and the busted	http://www.socialwatch.org/sites/default/files/BCI-MeasuringProgress2012_eng.pdf	2011
Social Watch	Social and Economic Rights Fulfillment Index	http://www.socialwatch.org/sites/default/files/SERF2012_eng.pdf	2011
Transparency International	Corruption by Country: Ethiopia	http://www.transparency.org/country/#ETH	2014
Transparency International	Global Corruption Barometer: Ethiopia	http://www.transparency.org/gcb2013/country//?country=ethiopia	2014
Heritage	Economic Freedom Score: Ethiopia	http://www.heritage.org/index/pdf/2014/countries/ethiopia.pdf	2014
UNDP	Human Development Indicators Ethiopia	http://hdr.undp.org/en/countries/profiles/ETH	2013
University of Oslo	Students´ and guardians´ views And experiences with the Alternative Basic Education (ABE) program in the Amhara National Regional State of Ethiopia	https://www.duo.uio.no/handle/10852/31206	2009
VNG International, GOPA &YCI	Enhancing basic delivery through social Accountability initiatives: I am accountable, are you?	http://esap2.org.et/about-us/objectives/	2012
VNG International, GOPA &YCI	Enhancing basic delivery through social Accountability initiatives: I am	http://esap2.org.et/about-us/history	2012

accountable, are you?

| World Bank | Governance Indicators: Country Data report for Ethiopia 1996-2013 | http://info.worldbank.org/governance/wgi/pdf/c72.pdf | 2013 |
| Institute for Future Studies | World Values Survey Wave 5: 2005-2009 | http://www.worldvaluessurvey.org/WVSOnline.jsp | 2009 |

Resource persons consulted

Name of key informant	Organisation	Function in organisation	Relation with SPO	Contact details including e-mail.
Ali tusi	Idir	Idir Admin	Receives support to work with beneficiaries/ households	-
Dalu Tuye	Education Office	Officer	Is collaborating with SPO	-
Turtu Tuke	CC Group	CC Group Member	Receives support to work with beneficiaries/ households	-
Shunte Bedaso	SHG	Manager	Receives support to work with beneficiaries/ households	-
Halima Gobe	SHG	Casher	Receives support to work with beneficiaries/ households	-
Aman Ahmed		PTA admin, CC member and Kebele deputy admin	Is collaborating with SPO	-
Bushra Rameto	ADAA	Facilitator		-
Bahru Aman		Volunteer	Is collaborating with SPO	-
Buda Tisa		Volunteer	Is collaborating with SPO	-
Abdela Aman		School Dean	Receives support to work with beneficiaries/ households	-
Shife Degedo	AAC	Club chair	Receives support to work with beneficiaries/ households	-
Kedir Gija	ADAA-Shashemene	Area Coordinator		bereketkedir@gmail.com
Merga Hirpo	ADAA-Shashemene	Deputy Area Coordinator		mergahirpo@gmail.com
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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 portray the socioeconomic context that can have marked consequences for civil society, and perhaps most significantly at the lower levels of social development;
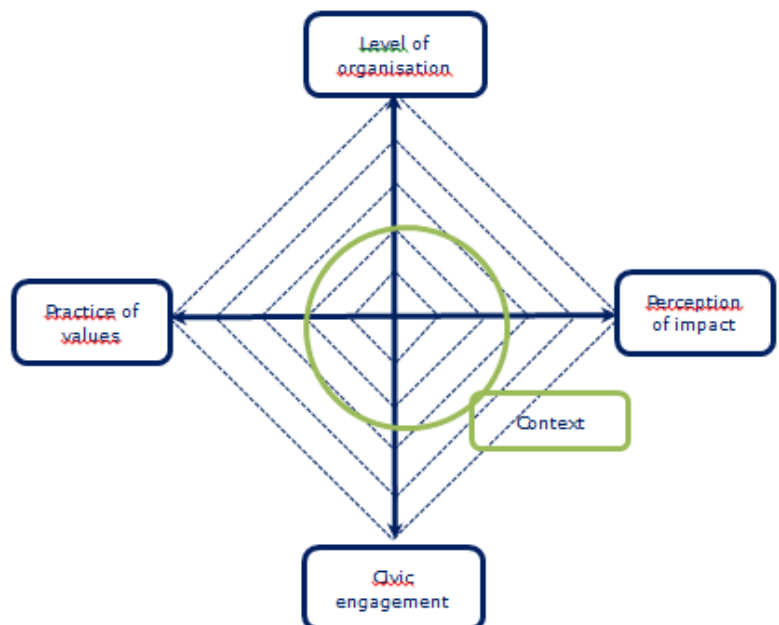
- Socio-political context: This is assessed using five indicators. Three of these are adapted from the Freedom House indices of political and civil rights and freedoms, including political rights and freedoms, personal rights and freedoms within the law and associational and organisational rights and 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 hat 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)[62].

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)[63].

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.

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[62] 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)
[63] 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 (Yarbrough 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 tracinganalysis.

Country	SPO in the in-depth analysis	Strategic CS orientation to include	
Indonesia	Elsam, WARSI, CRI, NTFP-EP, LPPSLH	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, CECOEDECON, Reds Tumkur, CSA	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	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-tracing[64] 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 a 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:[65]
- *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

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[64] 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).
[65] 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		Information that rejects (parts of) this pathway	
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

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

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 South[66], 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 to 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.

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[66] Policy Framework Dutch Cofinancing System II 2011 - 2015

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:

1. CIVICUS defines its unit of analysis is 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					What are factors (strengths, weaknesses) that explain the current situation?
				0	1	2	3	x	
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 thatn 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 indernational 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 .....

				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	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?						
context Environmental	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.	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	

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?	+1
	3	Political engagement	How intense is your (individual staff or organisational) participation in locally-nationally elected bodies and/or sectoral user groups?	Not applicable
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?	+1
	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?	+1
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?	+2
	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?	+1
	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

ADAA conducted a Participatory Risk Appraisal together with community representatives and concerned government offices and in comparison to 2011, the needs of targets have started to be addressed in a holistic manner towards the end-line.

Community Conversation groups and social accountability committees (SAC) have been organized and include marginalized persons. These entities are now claiming their rights vis-à-vis service providers or the government. These community groups are also increasingly contributing to some of ADAA's project objectives, such as improved school enrolment and the reduction of Harmful Traditional Practices and Female Genital Mutilation.

The Community Conversation groups regroup some 50-60 people, including religious and traditional leaders (Aba Geda), women, youth, previous circumcisers and representatives of local government bodies and these ceremonies are used to discuss the abolishment of child labour, the importance of sending children to school, traditional harmful practices such as female genital mutilation. It is said that these practices have decreased significantly since the baseline.

ADAA's intervention zone now counts many households that are a model for other households and hence are changing the mentality of the community with regards to child labour and education.[67] The following table presents the enrolment of students and dropouts in absolute figures in the past years.

Table 9
Student enrolment and school dropouts between 2012 and 2014; ten ABE centres supported by ADAA

Years	Total Enrolment	Female enrolment	Dropout
2012	3132		441
2013	3522		190
2014	3652	1523	150
0-level in 2014	542	249	

Children of in particular destitute women and families receive special support by ADAA. These women are organised in SHGs to generate income that help the women to purchase educational materials for their children. One of the SHGs has already saved enough money to ask for a bank loan, buy up land and start farming. These women testified to how their lives have changed and how they can now pay for school and home expenses for their children and themselves. The women interviewed were very confident about their benefits from being in the SHG. They were also proud that they are motivating other women to do the same. They observe that their change is not just about buying school materials for their children school facilities but also about themselves changing with respect to hygiene and clothing. They are outspoken and have clear plans to expand in the future.

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[67] ADAA, the kebeles and also the Educations Bureau. Idirs and committees (CC groups, PTAs, CMCs, child wellbeing advisory committee)

ADAA provided stationary for 50 students in 2013 and organised their mothers organized into a SHG, which helped these children to turn back to school. In 2014 those same children could buy their own school materials.

Students and other categories in society are also being informed about HTP and HIV AIDS in their youth clubs, however their perspectives on these issues has only slightly changed, but some children have started to influence their parents. [68][69] This might be explained by the fact that ADAA is not taking these clubs into account or that the children in these clubs are not yet reaching adolescent age.

ADAA's awareness creation activities on the importance of sending children to school has increased the number of children going to school and a decrease of the number of school drop outs[70]. Also children are said to not being burdened by household chores[71].

Score: +1

1.2 Involvement of target groups SPO

In 2011 there was limited involvement of beneficiaries during monitoring and evaluation results feedback. In 2013 have started to involve Beneficiaries' in monitoring exercises but planning to increase their involvement during Evaluation. ADAA increased the level of participation of target groups by capacitating and strengthening Parent Teacher Associations (PTA) and centre management committees (CMT). In addition, social accountability committees and child wellbeing advisory committees were established for the advanced participation of beneficiaries in every project management cycle.

Score: +1

1.3 Intensity of political engagement SPO

ADAA does not involve in any political activities as an NGO as this is not part of its directive to reaching its mission hence the score 0.

Score: not applicable

2. Level of Organisation

2.1 Relations with other organisations SPO

Since 2011, ADAA's engagement with children related networks and forums has increased. ADAA has started to engage with networks as CORHA on the issue of reproductive health for young students and with SLUF on issues like environmental conservation, women SHGs. Both networks complement ADAA's work with school clubs (sexual and reproductive health), creating green and attractive environments and improving livelihood of parents so that they can contribute to the education of their children. ADAA also started collaborating with WABI, a local NGO in Amhara region to create an experience sharing platform or to publish a booklet on child labour.

ADAA is a member of the consortium of self-help group approach promoters (COSAP).

It is also a member of the Consortium of 6 NGO's, comprising ADAA, CDI, ERSHA, FC, OSRA, and HUNDEE (C6NGOs) that is implementing the "Integration of information and communication technologies in agricultural value chains" project with ICCO funding.

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[68] 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
[69] Club members
[70] regular attendance monitoring by the schools (CMC and PTAs), ADAA volunteers and facilitators and the Education Bureau.
[71] CC group leaders

With regards to the Child and Development Alliance the evaluation team observes that networking amongst the Ethiopian partners of this Alliance is not sufficient to enable adequate horizontal sharing of experiences, best practices, resources and information on common agenda of awareness raising activities and provision of services to children. Designated persons and more regular meetings are needed to document lessons and best practices amongst Ethiopian partners and those from other countries. ADAA is still dependent upon SKN to cover the costs of meetings where the partnerships can be build.

Score: 0

2.2   Defending the interests of marginalised groups SPO

Since the SPO is not allowed to directly engage in issues related to lobbying and influencing, they empower and strengthen the community structures by organising different sensitisation and consultative meetings and awareness raising programs to enable them to defend the interest of the disadvantaged groups. These activities are mostly carried out through community conversations and training influential leaders (religious and traditional leaders).

ADAA also showed the way to the office in terms of approaching the issue of child labour and education by approaching the community leaders instead of trying to enforce the change. It is through the CSOs (CCGs, SHG, Clubs etc) that ADAA was able to distribute its messages of HTPs. It trained few representatives of the community and religious/traditional leaders who are able to organise discussions in these CSOs and to raise the awareness of the participants. And as such there are many children in schools and many more taken out of child labour also the practice of other harmful practices like FGM so the CSOs played a big role in changing the ways of the community for the better.

Score: +1

2.3   Composition financial resource base SPO

ADAA's financial resource base has increased because it increased the number of projects under implementation and their nature. There are additional staff members; ADAA covers all its administration costs and other staff capacity building costs from its sources. Sources are MFSII and other funders outside of its Dutch partners. As ADAA has five projects funded by Dutch grants, two by ICCO and three by SKN this increases the share of costs for organizational growth and networking.

Score: +1

2.4   Defending the interests of marginalised groups CSO

ADAA is not allowed to directly lobby and advocate for improved education. Instead they empower and strengthen the community structures so that these are able to defend the interest of the disadvantaged groups. Influential leaders (religious and traditional leaders) play an important role in these. However no information is available that shows how these structures hold local government offices accountable.

Score: +1

3. Practice of Values

3.1   Downward accountability SPO

According to a capacity assessment of 2011, the role of the board and that of the management are clearly defined and separated. Executives are fully accountable to social organs. During the annual general assembly meetings the management of ADAA has to account for its finances and the progress being made on its project implementation.

ADAA has a clear organizational structure, personnel policy, job positions, clear recruitment and placement and regular staff meetings. It also invests in staff development when opportunities are available.

ADAA reports all its activities and financial utilization to all stakeholders (Community representatives, government, traditional and religious leaders, CMCs, etc) on a quarterly basis (E.g. report to the federal and regional bureaus on a quarterly basis, and to the general constituency annually. This has been the trend of the SPO throughout the years hence; no change is seen since the baseline.

Score: 0

3.2 Composition of social organs SPO

According to ADAA's field staff and executive leadership marginalised groups that represent different categories of society are represented in the Board of ADAA (20-30%). A baseline study conducted with the PCAT tool of Terre des Hommes in 2011 reported that board members are chosen on the basis of their qualification, professionalism and commitment. ADAA's board members are elected on the general assembly meeting where the founding members, beneficiaries or community representatives and government officials including the CS Agency representatives are present. The criteria for election are based on the professional and technical capacity, and willingness of the person/persons to serve the organisation on a voluntary basis.

This situation has not changed in 2014.

Score: 0

3.3 External financial auditing SPO

The SPO has adequate internal and budget control system and practice; good record keeping practice (i.e. transaction recording, duly signed by concerned authorities and filing); asset control and capital investment system; operate under minimum overhead cost which indicates organizational efficiency; Adequate cash handling system and practice; employment is as per the approved budget; accounting package exists and is used and the SPO operate with strict compliance to government regulations. Accordingly the SPO is audited regularly get audited by an external auditor on annual basis for government report. The Dutch partners support for external auditing. ADAA also gets a second audit which on a yearly basis to be sent to its donor.

Score: 0

4. Perception of Impact

4.1 Client satisfaction SPO

There are no records kept to assess to what extent school children are satisfied with the education and the learning environment they get at school, or how satisfied women, member of SHGs are. Only some indications exist with regards to these:

"The improved environment created in ABE Centres and schools have encouraged disabled children to become successful students. Among the many, the case of a female student in ADAA project area of Siraro is an example. According to Temsgen Jori, ADAA Sirao field coordinator, a female disabled student from Sembete Lenco by the name Besa Alak successfully completed level three and joined grade five last year and is now in grade six in Senbete Sinkile formal school as one of the good performing students in the school". [72]

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[72] 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

The SHGs make women more confident that they can generate an income and they are proud of being able to do so. They observe their change not just with respect to buying their children school facilities but also in changing themselves with respect to hygiene and clothing. They are outspoken and have clear plans to expand in the future which showed their determination to better themselves more.

Before students used to stay home for lack of equipment but since 2013, 50 students were selected and supplied with stationary and their mothers organized into a SHG they have come back to school. Plus those same 50 kids are not supported in 2014 b/c they were able to buy their own facilities.

The in-country evaluation team observes that respondents were very emotional about the existence of schools for their children and how much they regret that they did not learning about the importance of education sooner. Some parents are learning from their children (one father learned how to sign his signature from his child). They were very thankful of ADAA and the other actors in the area. Also respondents that did not send their children to school talked in a very convincing way about the benefits of education.

Community leaders are intensely cooperating with ADAA staffs as facilitators of CCGs and volunteers engaged in mobilising children to attend school. They are eager to introduce change in their community after ADAA has trained them to do so.

Score: +2

4.2   Civil society impact SPO

The Community Based structures in place enable volunteers and community members to discuss school attendance, child labour and harmful traditional practices and therefore raise the awareness of the entire community. A Community Conversation Group consists of maximum 60 members that meet every fortnight during 7 months, after which other people are selected to attend these meetings. Individual members meanwhile also talk to their neighbours and consult with the volunteers. As the traditional leaders are the most respected part of society they use these people as a leverage to convince other households. The CCGs are changing people's perspective on issues as HIV, Hygiene, education, child labour and the like.

The main factor for the current success in ADAA's intervention is through Community Conservation Groups followed by follow-up activities. It explains changes in the perspectives of entire communities for an estimated 80%. The main strategy consisted of creating the awareness of traditional and religious leaders and elderly people, followed by the creation of the CCGs as a vector for change. As a farmer, member of the CCG states during the visit of the in-country evaluation team: "before we were not convinced about the relevance of education, we thought a child that stayed at home and helped out was more useful than the one that went to school. We thought if one child went to school it was enough and the rest can stay home. After ADAA coordinated us and informed us on the importance of such things we have changed a lot. Now all CCG members are more aware about hygiene, education and the like. For instance our group gathers and discusses every week and we are also learning household skills".

The same is applies for the youth clubs in schools. Intensive follow-up of these clubs by their teachers and good communication helped the children to gain their confidence and engage in open discussion.

In the view of strengthening relation among ABE and formal schools it is found important to create relation with school cluster resource centres that play a role in capacity building of teachers. Accordingly, target schools have created necessary relation with these centres and they have gained necessary support from the centres. In line with this, the activities such as question and answer program have been carried out among different centres and other nearby formal schools; sport tournament among students and among different centres have been undertaken; Experience sharing events has been carried out among different centres have been undertaken. Still no significant change has been observed in this aspect in terms of increasing enrolment from the baseline. However, the conducive environment at schools is expected to decrease dropouts as the students discuss with their teachers whenever they are faced with difficulties.

Score: +2

4.3 Relation with public sector organisations SPO

There is increased involvement of the public sector in ADAA's activities and most intense collaboration is with the health offices, cooperative promotion offices, agricultural offices, women and children offices, Education Bureau, finance and economy office and other kebele and woreda offices. These are also involved in the planning, implementation and evaluating of the project.

The woreda education officer acknowledges that when child registration is done on a house-to-house basis many more children are enrolling. Schools and NGOs working in the education sector regularly report to the education office and they do regular follow-ups. ADAA reports to concerned government offices on a quarterly basis.

The same officer stated in a report prepared for the Child and Development Alliance": "ADAA influenced our office and its work on its strategy for reducing dropouts and retention of children. The organization engages community members to go house to house and bring back drop outs by enhancing community awareness on the value of education. We had tried and failed before. Now we have learned. For example in Shirkeno Keta Primary school out of 394 children last year half of them dropped out. This year with lesson from ADAA there are only few children who dropped out. Dropping out has reduced by 50%. In this respect; we want to follow ADAA's footprints", Dalu Tuye, Planning and program expert of Siraro WEO.[73]

Almost all schools/ABEs in the ten woredas were built by ADAA, and the Education Office acknowledges that without ADAA it could not have implemented its 'education for all' policy. Its most important concern with the implementation of this policy is to engage with the community. When ADAA engaged with the community through community leaders this bridge between the local government and the community was established.

Score: +1

4.4 Relation with private sector agencies SPO

ADAA doesn't have that much of a relationship with private sector offices, mainly due to the absence of development oriented private sector in terms of access to education. However the SPO has established several relations with the private sector for its FMO projects.

Score: Not applicable

4.5 Influence upon public policies, rules, regulations SPO

One of the main successes of the awareness raising activities and strategies along with associated services for disadvantaged children undertaken by C& D Alliance partners is the influence they made on sector government agencies with which they are partnering. The research team, in its various interviews and Focus Group Discussions in many localities and government sector organizations has been able to get sufficient evidence on how much the partner organizations have contributed towards changing the perceptions of the officials and staff of the relevant organizations with regards to the wellbeing of children. The Education Bureau also said that ADAA plays a big role on girls' education. There were a lot of dropouts before but ADAA has decreased this and if the office knows ADAA is working on certain areas then we are confident it will do a good job so they cover other locations. They have now copied the approach through the community after seeing the positive progress from ADAA.

Score: +1

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

There is no change in this aspect from the baseline

Score: Not applicable

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[73] 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

5. Environment

5.1 Coping strategies

Regardless of the achievements of ADAA, it faces challenges such as shortage of student text books; scarcity of water that resulted delay in construction activities and in some kebeles and student dropouts because they have to fetch water in remote areas; lack of local contractors for the construction of additional classrooms; market fluctuation in the price of industrial materials; lack of sanitary facilities in some centres such as absence of latrine and skill gap among facilitators. In response to these challenges ADAA has made some efforts to resolve these. Examples are for instance:

- Instead of giving every student his text book, these are now distributed through the school cluster resource centre and students are being advised to use these books as a group.
- Trying to convince the community to bring water from distant areas using donkey/horse carts instead of sending their children;
- Outsourcing a local contractor from another area to complete the construction on time(even though it has a cost implications);
- Construction of toilet in the centres is underway and short term trainings and in-service summer trainings have been given to facilitators/teachers.

Score: 0

The Centre for Development Innovation works on processes of innovation and change in the areas of food and nutrition security, adaptive agriculture, sustainable markets, ecosystem governance, and conflict, disaster and reconstruction. It is an interdisciplinary and internationally focused unit of Wageningen UR within the Social Sciences Group. Our work fosters collaboration between citizens, governments, businesses, NGOs, and the scientific community. Our worldwide network of partners and clients links with us to help facilitate innovation, create capacities for change and broker knowledge.

The mission of Wageningen UR (University & Research centre) is 'To explore the potential of nature to improve the quality of life'. Within Wageningen UR, nine specialised research institutes of the DLO Foundation have joined forces with Wageningen University to help answer the most important questions in the domain of healthy food and living environment. With approximately 30 locations, 6,000 members of staff and 9,000 students, Wageningen UR is one of the leading organisations in its domain worldwide. The integral approach to problems and the cooperation between the various disciplines are at the heart of the unique Wageningen Approach.