

Competence Building Network for Early Childhood Development in Southern and East Africa

Evaluation report

June 2014

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Acknowledgements

For a few weeks in 2014 I have had the privilege of being introduced to CBN, with all its achievements and challenges. It has been a truly inspiring visit to the land of people who have their hearts, their minds and their feet in the development of the children of Africa, and to a network that have made a difference in the field of Early Childhood Education in East and Southern Africa. I feel humbled by the knowledge, experience and deep motivation the members of CBN have shown for this purpose.

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Stockholm, June 2014

Lena Boberg, In Tune Learning & Development Consultancy
Evaluator

Abbreviations

CBN	The Competence Building Network for Early Childhood Education in East and Southern Africa
Digni	The umbrella organization representing Norwegian mission organizations receiving project funding from NORAD
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
PD	Project Document. The title used for the project planning document that is used to apply for project funding, and to guide the project activities throughout the project period.
Pym	The Pentecostal Foreign Mission of Norway
QMUC	Queen Maud University College of Early Childhood Education
SC	Steering Committee
SEKOMU	Sebastian Kolowa Memorial University

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EXECUTIVE SUMMARY

Background

The goal of The Competence Building Network (CBN) for Early Childhood Education (ECE) is to contribute to building the professional capacity for ECE in East and Southern Africa. CBN was established by Dr Arve Gunnestad at Queen Maud University College of Early Childhood Education (QMUC), in response to a need for increased capacity in pre-school teacher training in the three countries in which he previously had worked for a number of years; Zambia, Namibia and Swaziland.

CBN has received Norwegian government funding through Pym and Digni for three consecutive project periods: 1999-2003, 2004 – 2008 and 2009 – 2013. During this time the network has grown to now, 2014, include 10 institutions in seven countries; Botswana, Kenya, Mozambique, Namibia, Norway, Swaziland and Tanzania.

Some of the core activities of the network project are: International conferences, national conferences, curriculum development, staff exchange, student exchange and materials development.

During the 15 years the network project has run QMUC has held a central position, professionally as well as administratively. From 2010 CBNs Director is from Botswana.

The network has previously been evaluated in 2006, 2010 and 2012 (internal evaluation). These evaluations have mainly focused on project outcomes. Both these evaluations have shown that CBN has contributed to important change in the field of ECE in the member countries. The present evaluation is process-oriented and focuses more on the how the network has been functioning as a network. The evaluation process and report will be used to inform the planning for a continuation of the CBN.

Key findings

Results – and effectiveness of program theory

The CBN project has contributed to a positive impact on ECDE issues in the participating countries at individual, institutional as well as at social level. Pre-school teachers have had access to quality training, pre-schools have been able to employ trained teachers, training institutions have improved their training methodology and had their training programs accredited. New knowledge about ECDE in East and Southern Africa has been generated. Governments have had more exposure to ECDE issues through members' advocacy. Pre-school teachers and trainers have more self-esteem and professional self-esteem.

Some of the strengths in the project have been to provide exposure to different perspectives and experiences in ECDE through the conferences and exchanges, working at individual, institutional as well as social/political level. Some of the weaknesses are that much of the project activities have had QMUC at the core, and also that not enough time has been allocated to actually cultivating the network and caring for the network organisation.

Creating possibilities for university degrees in ECDE has been an important part e.g. the program theory of change can be summed up as: if we strengthen the education sector through establishing

quality ECDE-training within the university system, then this will lead to a positive change in ECDE, which will lead to children having access to quality ECDE. Whereas there is nothing wrong with this theory of change, it is still relevant to explore alternatives.

CBN is both a network and a development project, receiving funding from Norad through Digni and Pym in Norway. This connection with experienced development professionals does not seem to have been fully exploited within the project.

There is a need within CBN to revisit the purpose of the network, the role the members want the network to play and what kind of activities the network wants to focus on. These issues are the basis for deciding on the next issue: what kind of structure do we want our network to have.

Effectiveness of network organisation

There is no formal structure of the network, in the sense that it is a structure that is documented, known and agreed upon by the network members. There is however a project management structure for the CBN project and in this structure there is a Director, a Deputy Director and a Steering Committee of three people. Network members have not been involved actively in strategic planning of the network.

Even though there are designations of some of the members to take leadership for the network, and the network project there are indications that this is not running smoothly, and that the efforts that have been made to move ownership from QMUC to the network as a whole have not yet been successful.

There is a need to clarify roles and responsibilities within the network, so that members know what is expected of them and so they know how they can actively contribute to and participate in the network

The network needs to challenge itself to look at the different experiences and expertise represented by all the different members and see how each and every one contributes to the network.

Another item that can be highlighted in this section is that in cooperation things happen! Meaning that it is human beings that are cooperating, not machines. Human beings can have their own agendas, they have their own fears and aspirations and feelings of self-esteem. There are power issues that come into the picture when there are resources that are to be distributed. This is normal in any cooperation and in any organisation, also in a network. It needs to be acknowledged and managed responsibly.

Ownership

One of the reasons for this evaluation was that there was concern from the donors that the ownership of CBN amongst the African members was not strong enough. The evaluation process has confirmed that this is actually the case – and not. There is a strong sense among the African members that they are not in control of CBN, that there is somebody else pulling the strings and deciding what to do and not to do, and how to spend project funds. This view is not shared by the Norwegian member, QMUC, who feels that ownership has been shifted to the African members. The African members do however at the same time demonstrate a strong commitment to CBN and to the issues of ECDE, and a desire to have formal ownership.

The discussions about ownership during the evaluation process uncover the fact that ownership is a concept that needs to be reflected upon by all the members together in CBN. They need to clarify together what changes they would like to see in ownership, what ownership actually means.

Sustainability

CBN has great challenges in financial and organisational sustainability. There are strengths in motivational and ideological sustainability that can be used to further develop network sustainability overall.

Not much work has been done for network sustainability over the years. It has not been in the project plans, nor in the minds of the network leadership. Professional sustainability in ECDE has been the main concern for the project planners, and in this area the project is successful.

CBN members are considering formalising the network and making it a legal entity so that the network can work more effectively on resource mobilisation and apply for funding, without having to rely on QMUC.

There is an urgent need to work on the organisational capacity, meaning work to develop a new structure for CBN, something that is developed by and approved by the network members.

Recommendations

The recommendations have been generated through the participatory evaluation process together with CBN members in the preparatory evaluation workshop and the All Network evaluation workshop in Lushoto, Tanzania in April – May 2014. They have also been informed by the findings that have come through the reading of project documents and the through the interviews with key stakeholders.

A general recommendation to CBN and to CBN stakeholders, including the donors, is to continue strengthening and developing CBN. It is a network that has an important role to play for the advancement of ECDE in East and Southern Africa.

Another general recommendation to CBN and to Pym is to make a concrete plan of how this evaluation process and report will be used in the development of CBN.

Recommendations have been developed regarding

- CBN goals and strategies
- CBN network activities and working methods
- 'Local' ownership
- Structure
- Roles of stakeholders and members
- Sustainability

1. INTRODUCTION

1.1 Introduction to CBN

The Competence Building Network (CBN) for Early Childhood Education (ECE) was started in 1999. Its goal is to contribute to building the professional capacity for ECE in East and Southern Africa. CBN was established by Dr Arve Gunnestad at Queen Maud University College of Early Childhood Education (QMUC), in response to a need for increased capacity in preschool teacher training in the three countries in which he previously had worked for a number of years; Zambia, Namibia and Swaziland.

The leadership at QMUC was willing to make staff available to work with the network, and Pym was approached for funding, which was obtained from NORAD through Bistandsnemda (BN), now Digni. CBN has received this funding in three consecutive project periods: 1999-2003, 2004 – 2008 and 2009 – 2013. During this time the network has grown – some have joined, some have left the network - to now 2014, include 10 institutions in seven countries; Botswana, Kenya, Mozambique, Namibia, Norway, Swaziland and Tanzania. See Appendix 3 for list of member institutions and which year they joined CBN.

International network conferences have been one of the core activities during all the 15 years the network has existed. These conferences have played an important part for learning, professional exchange and for generating new knowledge regarding ECDE. The first ten years these meetings took place every year, and from 2009 biannually. These conferences have been hosted by different member countries each time. In the years where no international conference is held, the member institutions arrange national conferences.

From 1999 to 2010 CBN was headed by Arve Gunnestad as Director. In 2006 Stella Nguluka from Bokamoso Educational Trust in Botswana was appointed Deputy Director, which was then a new post in the network organization. In 2010 a shift was made and Ms Nguluka became Director while Dr Gunnestad assumed the post of Deputy Director.

The focus of the network is professional development in pre-school teacher training and awareness of the importance of quality early childhood education.

Specific Objectives for 2009-2013 project phase according to the Project Document (PD):

- To establish a professional basis for Early Childhood Education (ECE) in the region and in each country represented in the international network.
- To assist governments and NGOs in the different countries to establish quality training for Early Childhood Teachers.
- To promote the understanding of the importance of the UN convention of the right of the child in all the countries, and to develop and integrate knowledge of special relevance to the region in all pre-school teacher trainings, e.g. needs of OVC, of children with disabilities, of minority and indigenous children.

Main components in CBNs work 2009 - 2013 according to the PD:

1. Building a team of professionals who can lead the professional development of ECD in the region. This will be done through the international meetings, staff exchange and research cooperation, scholarships to quota students from the network etc.

2. Giving professional support in curriculum development, teaching methods and exam supervision so that our member trainings can be recognized by Ministry of Education in their respective countries, and that their diplomas can be accepted as a basis for further studies at universities.
3. Establish cooperation with a university in the South with the aim of developing a bachelor degree program in ECE that could be module based and available for potential trainers from the whole region.
4. Establishing national networks that can take knowledge, experiences and inspiration from the international network to the national level. The national network will run national conferences. By uniting resources, they will be more effective in influencing policymakers, relevant ministries and NGOs in the field of ECD.
5. Develop an advocacy plan for each country. The Network started a process on the advocacy plan in this year international network meeting. The local networks will in 2009 make a plan for each country.
6. Developing a common curriculum for a diploma course in ECD relevant for all countries in the region. A committee is appointed with members from different countries.
7. Develop a plan for a certificate course in ECD teacher training and try this out by assisting to re-establish a pre-school teacher training in Maputo, Mozambique, using resource people from the network. This plan could later be offered to other places where they do not have pre-school teacher training.

1.2 Background to the evaluation

The evaluation is commissioned by Pym, upon recommendation of Digni when the CBN application for funding for 2014 – 2018 was rejected by Digni. Digni's concerns in the rejection were the status of local ownership e.g. the network ownership of the African members of CBN, as well as network sustainability. These issues are included in this evaluation.

In 2010 a mid-term evaluation was carried out with an external evaluator, and in 2012 an internal evaluation was carried out. Both these evaluations have shown that CBN has contributed to important change in the field of ECE in the member countries. The focus on these two evaluations was mainly on results and outcomes of project activities, and not so much on the functioning of the actual network. This time the evaluation is to be more of a process evaluation, in which the focus is on the quality of the how the network has been operating.

To emphasise the desire to reflect on the network project organization the Terms of Reference for the evaluation states that

' During the 15 years the project has run, Queen Maud University College (QMUC) has held a central position. They have been the spinal cord in the professional development of both the project and possibly ECD in general in the region. In addition to this QMUC has also administrated and been central in the development of the project. For the continuity of the project/network it is essential that the project/network is both formally and informally owned and run by local African partners/members of the network. It is therefore important to assess how far the process of transferring the ownership and running of the project/network from QMUC to the African members has come.'

1.3 The evaluation purpose and scope

The Terms of Reference of the evaluation was developed by Pym together with the CBN Director and QMUC, and with input from the Steering Committee as well as from the external evaluator.

The main objectives of the evaluation are

- To assess the program theory of the network project.
- To assess the progress of the network project the last five years, and whether the project has reached its goals.
- To assess the structure and ownership of the project/network.
- Give recommendations for future development of the network.

Key evaluation questions

Assess the program theory of the network project 2009 – 2013.

- How effective has the theory of change/the choice of methods and activities been?
- What changes has the network contributed to?
- What are the strengths and the weaknesses respectively of the program theory?

Assess the effectiveness of the network organisation and communication within the network.

- How are decisions made?
- Are there any structural issues hindering the network's effectiveness?
- How is control over the network distributed among the members?
- How is network responsibilities distributed among the members?
- How does the network communicate internally?
- What is the understanding of the roles and responsibilities of the various parties involved in the network; network members, Project Leader, Director, Deputy Director, Steering Committee, Queen Maud University College, Pym.
- What are the strengths and the weaknesses respectively of the network organisation?

Assess the ownership and sustainability of the network.

- How do network members define ownership?
- How has the network ownership evolved the last five years (2009-2013)?
- What is the current status of network ownership?
- How do network members define sustainability?
- How has the network sustainability evolved the last five years (2009 – 2013)?
- What is the current status of network sustainability?
- What does each member/member institution contribute to the network?
- How is the network anchored in the leadership of the member organisations?

1.4 Methodology and process

A mixed methodology was used to gather data, with a focus on participatory approaches for greater ownership and learning by key stakeholders. The following methods were used:

- Document review; Project Documents, annual plans, annual reports
- Interviews with key stakeholders
- Preparatory evaluation workshop with CBN Steering Committee
- All network evaluation workshop
- Brief visits to CBN some member institutions

An Evaluation Plan was drawn up by the evaluator and shared with Pym as well as with the CBN Steering Committee for comments and input. The Pym office as well as the CBN Director provided all the necessary documentation the evaluator needed. A tentative work plan for the preparatory workshop as well as for the all network workshop was drawn up by the evaluator and shared with the Steering Committee in advance.

The evaluator spent 11 days in Tanzania, which included the two workshops, and travelling from Dar es Salaam to the workshop venue/member institution (SEKOMU) Lushoto and back, together with the CBN Director and Steering Committee.

The two-day preparatory workshop with the Steering Committee included processing the evaluation purpose and evaluation questions. It provided a good basis for the bigger All network evaluation workshop as it helped the Director and Steering Committee to familiarise themselves with the evaluation ToR, and with the participatory methods that were going to be used in the workshop. It also helped the evaluator to get to know some of the CBN members, and have a better understanding of the project prior to the bigger workshop.

The four-day All Network workshop included reflection and analysis of project methods and results, network/project structure, ownership and sustainability. The workshop was designed to be participative and to have a learning process. This means that the topics raised were done so in several steps offering the space for the participants to share experiences as well as reflect on experiences and draw some conclusions. This generated evaluation findings, and it also validated findings from interviews and document reviews. All CBN member institutions but one, Nyamahanga, Tanzania, were present in the workshop. QMUC were present Tuesday, Wednesday and Thursday morning.

In Tanzania, interviews were carried out with the Director, the Steering Committee members, and one representative from QMUC.

In Norway interviews were carried out with Pym and with QMUC. These interviews took place after the Tanzania workshops.

In appendix 6 the outlines of the two Tanzania workshops can be found. A list of persons interviewed is in appendix 4.

The framework that has been used for the analysis has been the 2009-2013 Project Document. ODI's research paper on networks 'Not everything that connects is a network' (see App. 5 for reference) has also been used when analysing the network function and form.

1.5 Limitations

The ToR included some issues that are complicated to capture during a short evaluation process; such as perceptions regarding ownership, roles and responsibilities as well as control. These are issues that need time and trust to be explored in depth. The evaluation process did however capture at least some of the current thinking regarding these issues.

Many of the evaluation questions related to relationship matters, the relationships that are necessary for carrying out a project in togetherness. Relationship matters are seldom straight-forward, and cannot easily be captured – especially not in an evaluation report. The evaluation process is therefore important, as it provides space for the participants in the process to reflect on their work and issues pertaining to the work. It was unfortunately not possible for Dr Arve Gunnestad to participate in the preparatory workshop and in the All network workshop because of prior engagements, and due to the fact that the workshop dates were set at quite a short notice. As Arve Gunnestad is founder of the CBN his absence in the workshops was felt.

It was unfortunate that Arve Gunnestad did not get a chance to reflect on CBN together with the other members. It could also have been good for Pym representatives to be part of the collective reflection, to get a more in-depth understanding of the network project mechanisms, and to share their experiences and knowledge with the network members. The evaluator did however get a chance to visit Pym and have a reflective interview with them after the workshops, and also to visit QMUC for interviews with Arve Gunnestad, and two more representatives from QMUC.



Participants in the preparatory workshop:
Josephat Semkiwa, Stella Nguluka, Magmaem Haufiku, Anne-Mari Larsen, Dumisile Mngomezulu

2. FINDINGS AND DISCUSSION

2.1 The program theory

A program theory is basically assumptions about how the chosen activities will contribute to a desired change. The overall change that CBN wishes to contribute to is for children in the member countries in Africa to have access to quality pre-school education. According to CBN – as expressed in the evaluation workshop, for this to happen there is need for

- Professional pre-school teachers and caregivers
- Institutions that can offer quality training for pre-school teachers and caregivers
- Governments that recognise the importance of ECDE and the rights of the child
- Parents and communities that recognise the importance of ECDE and the rights of the child

The PD 2009 – 2013 states that the CBN program wishes to contribute to professional ECE through

- Building a team of ECDE professionals who can lead the development of ECD in the region.
- Supporting member institutions professionally to build their capacity and to gain government recognition where needed
- Establish cooperation between CBN and a university in East or Southern Africa that will develop a module-based BA program in ECE
- Establishing national ECDE networks to spread and share knowledge and experience, and to advocate for ECDE
- Develop a curriculum for a ECD diploma course that can be relevant for all countries in the region
- Develop and test a plan for a certificate course in ECD teacher training

Core methods during the period are:

- international conferences
- national conferences and seminars
- research and publishing reports
- professional development at individual level; sharing knowledge and experience
- institutional development; exam support, curriculum development
- staff exchange
- student exchange

The heart of this program theory of change is the belief that providing access to quality ECE, and building on the legitimacy and resources of universities and university degrees, will contribute to the desired changes.

2.1.1 Effectiveness of the chosen methods

The internal evaluation that was carried out in 2012 followed-up on activities and results, and shows that the CBN members value the chosen methods and activities and see how their institutions have benefitted from them. As the evaluation report from 2012 reports on this extensively it is not necessary to repeat this here.

The idea for this evaluation was not to go into detail into the chosen methods and activities, but more to reflect on the overall program theory of change. What assumptions did the CBN planners make when drawing up the Project Document? There was however some difficulty to link the evaluation process to the Project Document as only a minority of the persons present in the

evaluation workshop had any knowledge about the Project Document. The participants did however reflect on network activities as perceived by them. The results from this reflection show similarities to the PD. Appendix 6 includes a chart that show of what was generated by the workshop participants regarding change CBN wanted to contribute to.

Actual change through CBN

After having generated this information about the desired change and what network members actually had done in order to contribute to that change the participants were asked to write down actual changes that CBN had contributed to linked to their home institutions. Some of these changes were:

At institutional level

- More advocacy done on the importance of ECDE
- Improved training methodology
- Access to curriculum
- Quality focus
- Training programs accredited
- Recognition from government, other institutions and NGOs/CSOs, because of expertise and because of being part of an international network
- Access to professional support from other members of the network, partnerships, collaborations
- New knowledge about ECDE in East and Southern Africa through research

At an individual level for individuals who have participated in CBN network activities

- More experience and knowledge about ECDE
- New skills, higher expertise
- Self-esteem
- International friendships – broadened perspectives

At national level

- Establishment of national ECDE network

At government level

- More government involvement in ECDE issues
- More collaboration between government and ECDE institutions

At community level

- pre-schools have been established
- access to more quality pre-school teachers and ECDE caregivers
- more involvement from parents

2.1.2 Strengths and weaknesses of the program theory

The reported results are strong evidence that CBN has had an impact on ECDE in the region. This does not mean however that the same program theory necessarily is the effective also in future. The situations change in the member countries, in the member institutions and in the individuals that are taking part in network activities.

It is important to remember that the capacity building that has taken place through the CBN project has contributed to a higher standard in ECDE, and that there now is a core of educated ECDE

professionals that were not there 15 years ago. The capacity building that is done now is therefore of a different character than it was 15 years ago. There are more resources and professionals available in the member countries. As one of the participants put it when commenting on donors' willingness to support CBN:

'Capacity building, capacity building, capacity building! The donors must think 'What's wrong with them!' Why do they need more capacity building after 15 years!. I can understand why they would think like that. But the fact is that it actually is a different kind of capacity building that is taking place now.'

Strengths of the program theory

The participants felt that all the reported results of the program also demonstrate its strengths. Some special strengths can however be pointed out:

- The network activities have targeted different levels: individuals, institutions, government, community
- Through the international component and possibilities to meet in international conferences and through staff exchange the network has provided access to different perspectives which has contributed to learning
- Linking the international conferences to national conferences and seminars has supported learning. Individuals taking part in the international conferences have had a reason and a forum to share knowledge at another level.

Weaknesses of the program theory

When asked to reflect on the weaknesses of the program theory the participants mainly came to focus on issues of network organisation rather than the program theory. The reason for this might be that the exercise was poorly introduced by the evaluator, or it could be that the participants were not familiar enough with the concept of program theory. The reported weaknesses do however pick up on important issues regarding the network project:

- No clear structure
- Roles and responsibilities not clearly stated
- Not enough time during conferences to talk about the network as such
- Lack of involvement in developing action plan for CBN activities
- No time allocated for planning and strategizing

But they also found weaknesses in:

- Lack of south-south student and staff exchange
- Failure to have lecture materials on line

2.1.3 Discussion

The evaluation workshop shows that the member organisations have not had insight into the fact that there actually is a project document that contains the plans for the network activities. The individual member organisations have operated independently with the network, taking part in the international conferences and organising local or national activities that has received some small funding from the network budget. The institutions have reported their activities to the network Director who has compiled the project reports to the donor. This means that the program theory that underpins the project document does not exist at a conscious level among the members. They can identify that the various activities have contributed to results that strengthen the ECDE sector in their countries though.

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The interviews with representatives from QMUC show a clearer sense of a conscious program theory, where they state that professional development of teacher training and of teachers is how change will happen in the ECDE sector.

It does not seem like the program theory has been followed up in the network, and no collective activities have taken place with all the members of CBN to reflect on how change happens through the network project's choice of methods.



Participants at work during the evaluation workshop.

2.2 Effectiveness of network organisation

2.2.1 Structure, roles and responsibilities

The second area of reflection for the evaluation was to assess the effectiveness of the organisation and communication within the network. Here the ToR focuses on questions regarding decision-making, distribution of control and responsibilities and the understanding of roles and responsibilities of the project stakeholders.

These issues were raised in the interviews with the network leadership (Director, Deputy Director, Steering Committee) and were also processed both in the preparatory workshop and in the All Network workshop. In the All Network workshop participants were invited to reflect on issues of control, on how they perceived the structure of the network and also how satisfied they were with the present structure. These reflections were made both in group work in small groups and in discussions in the big group.

The organisational structure of the network project

In the Project Document for 2009 – 2013, which is the document that has been steering the activities of CBN during that time period, the organisational structure is described as follows:

‘The Network is lead by the Director (Arve Gunnestad) and a Deputy Director (Stella Nguluka). Arve Gunnestad represents the Network in the International Committee at Queen Maud University College. The Director has a reference group of four professional staff from QMUCC. A meeting of all the representatives of the network is held once or twice during the network meeting with the following agenda:

- *To evaluate the activities of the network*
- *To plan next network meeting; theme, venue, time etc*
- *To plan for staff and student exchange*
- *To propose new activities in the network’*

In the international network conference in Norway 2010 Stella Nguluka was elected new Director and Arve Gunnestad assumed the post of Deputy Director. A Steering Committee made up of three representatives from network member institutions was created to support the Director and Deputy Director in taking responsibility for the network.

CBN also has a funding structure, which influence the network organising structure. CBN has received government funding through Digni and Pym from its inception. QMUC is Pym’s Norwegian partner organisation and apart from its other roles in the project QMUC has also contributed the necessary 10% own contribution that is needed in order to be eligible for Norad funding. These 10% have been collected through various fund-raising activities from QMUC staff and students.

Initially Pym can be perceived as just being kind of ‘letter-box’ for the CBN project. A silent partner making it possible for QMUC to receive government funding for the project. With the changing demands on development funding, and also through Pym’s necessary increased interest in the CBN project the relationship between Pym and QMUC and Pym and CBN has changed.

Distribution of control

In the All Network workshop the participants brainstormed what there is to control in the network project and came up with the following suggestions:

- Program, plans and activities
- Budget and funds
- Reporting to donors
- Access to donors
- Membership

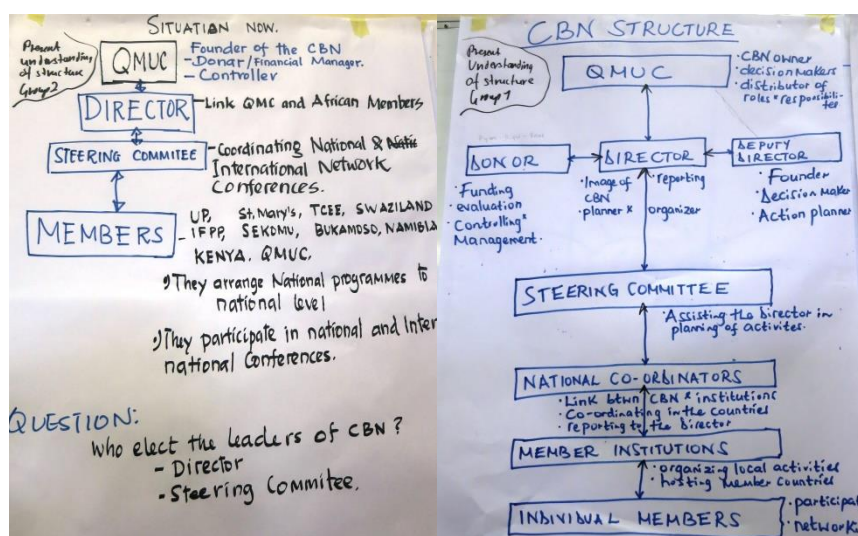
The distribution of control linked to these issues is very much connected to the understanding of roles and responsibilities within the network as well as with ownership. In general there was a feeling of lack of control expressed by the workshop participants, at least at the international level.

It was difficult to get a clear picture of the decision-making procedures regarding network or project activities, and there was also some conflicting views regarding what is decided where. The Director was acknowledged by most to have decision-making powers, but there was also a sense that this power was very much shared by the Deputy Director and QMUC – making decision-making procedures unclear.

This unclear picture can perhaps be linked to the somewhat blurred boundaries of the project and the fact that QMUC has bilateral relationships with all the CBN member institutions. Some of the decisions taken by QMUC are linked to activities that are outside the project boundaries, but within the bilateral relationship boundaries.

Strengths and weaknesses of the network organising structure

When asked to draw a picture of the network structure the participants in the workshop all put QMUC at the top of a hierarchy, demonstrating that there is a strong perception that QMUC is the owner of the network and the institution that controls much of the network activities. The role of Pym and Digni respectively was not clear to the network members. For some of them it was news that these donor relationships existed. It became clear during the workshop process that the CBN structure was largely unknown to most participants. Or rather as some put it 'There IS no structure'.



Satisfaction with structure

On a scale of 1 to 5 where 5 is the best, 9 participants rated their satisfaction with the structure as 3, two rated it as 2, and two rated it as 1. The main reasons for dissatisfaction with the structure were that there was too much control from QMUC, lack of involvement of the other members in strategic planning, the roles of Director, Deputy Director and Steering Committee are not clear, the structure is not clear, power is mainly from top to bottom.

Main reasons for satisfaction with the present structure are that it has carried the network this far and there have been interesting and relevant activities, the contribution of QMUC is appreciated. The fact that the Director now is in Africa was seen as positive, as well as the creation of a Steering Committee of African member institutions.

Structural hindrances for network effectiveness

The findings that come out of the workshops are that the main hindrances are that there is no clear structure. The consequences of this are that members don't know how to get involved in the network. Another hindrance that was identified by network participants was that the former Director of the network is still in leadership position but now with the title of Deputy Director. There was deep appreciation expressed of the former Director's role and expertise, but there was also a feeling that his presence at decision-making level was not conducive to network ownership development. As one member put it '*It is difficult for the children to take responsibility when the father is still in the house*'. It was suggested that the Deputy Director should assume another role within the network, perhaps as advisor.

Communication

Another evaluation question was 'How does the network communicate internally?' This issue needs to be related to the differences between the network, the project and the bilateral connections between QMUC and the member institutions. A quick communication poll among the workshop participants shows that many of them feel that it is important that they communicate better within the network. Unfortunately we did not have sufficient time to analyse what type of communication the members felt was important. There is however a sense that communication regarding project issues, strategic planning of the network need to be clearer. The Director/Project Leader needs to have insight into communication that is linked to project issues as she is responsible for the budget as well as for reporting to the donors. During the project period this has not always been the case. One can also assume that dissatisfaction with communication is linked to the unclear roles and responsibilities within the network. With unclear roles and blurred network activity boundaries it is difficult to know who should be communicating what to whom.

Network linkages

In an exercise in the workshop where participants were asked to put a mark on each member institution they have had contact with, and have had cooperation with respectively during the last two years it became clear that there are active linkages between the member institutions, not just between the institutions and Bokamoso, where the Director is, or between institutions and QMUC, but between all institutions. The cooperation between the members could be e.g. workshops, conferences, curriculum development, exams.

2.2.2 Discussion

Structure of a network

The structure – or form - of any network, or organisation for that matter, should follow its function. What does a network need to operate well? In an ODI research paper on networking '*Not everything that connects is a network*' (See Appendix 5 for references) few network necessities are mentioned:

- A well-defined, and well-connected membership
- A clear and shared mission, supported by all members
- The right resources and resource mobilisation capacity – to allocate and mobilise resources

It also needs a structure that can help connect the members, ideas and activities in a way that sustains the role of the network and so it promotes the purpose of the network.

Networks come in many different shapes and forms, and with various functions and with more or less tight organisational structures. But with any network the general idea is that it is the network members – the people in the network – that do the activities. NOT a secretariat working on behalf of the members. The supporting administration of a network should be seen as helping the network to function effectively.

CBN has been operating as a loose network, connecting ECD institutions with the purpose of advancing ECDE in East and Southern Africa. The interviews and the workshops have shown however that the network identity is weak among the members. They are connected bilaterally, and they do meet in the international conferences and at other occasions, but there does not seem to be a strong feeling of actually being part of a network with a clear and shared mission. It is more a sense of the network providing access to experiences, exchanges and perspectives that each institution then use in any way they find relevant.

The structure that was created for CBN was more linked to organising a project structure, a structure that could manage project activities and reporting. When the project leadership changed in 2010 and the Project Leader had her base in Botswana, while the financial administration of the project remained in Norway some challenges in the organisational structure started to emerge. The new Director was Director of the network as well as Project Leader, but with access to the financial administration mainly through email contact.

With an unclear structure and unclear roles and responsibilities for the network members it is difficult for each institution to know what is expected of them as network members.

Changes in the contexts

During the years from 1999 when the project first started there has also been important developments in development thinking and in the knowledge about how best to support social development projects within the international development cooperation sector. There is a stronger focus now on strengthening civil society organisations and promoting local ownership and cultivating capacity of civil society organisations. A rights-based approach has put the spotlight also on international development cooperation relationships – challenging donors and partners in donor countries to revisit their power in the relationships.

There have also been changes in the member countries, both at institutional level, and in the ECD sector. All this taken together has challenged the organisational structure of CBN, and continues to challenge it.

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Furthermore, each stakeholder connected to CBN and to the funding structure of CBN operates within their own system, and is shaped by it:

- The member institutions in Botswana, Namibia, Swaziland, Tanzania, Mozambique and Kenya each operates in different political and social settings.
- Queen Maud University College – operates in the university system in Norway
- Pym- also operates within the system of government funding to international development, but also within the system of Pentecostal churches in Norway
- Digni – operates in a system of government funding to international development, and working with Christian organisations and churches

Each stakeholder and CBN member come into the relationship that CBN creates with its own personalities, its own expertise, systems, and influences – and they are very different. This is important to remember when assessing the organisational structure of CBN.

QMUC as a university college, although it has had a long-standing program of international exchange programs, is not specialised in international development or in development project planning, monitoring and evaluation, or in organisation development. Their expertise lies in ECE.

Pym on the other hand does not have specialised knowledge in ECE, but have expertise in development cooperation and project planning and project management.

When it comes to the roles and responsibilities connected to the network, there have been some challenges in the different roles played by QMUC and Pym respectively. The basis for these challenges may be linked to different levels of understanding of the requirements for working with funding through Digni, and different perceptions regarding how to support change processes.

The project funding construction between Pym, QMUC and Digni is unusual. This has contributed to an unclear structure, where Pym has not quite been given the space to play their role. Pym has also had some human resource challenges due to illness among staff which has given them limited time to take the control of their ownership of the project as they would have liked.

The changes that have been made to the network/project structure have been in the right direction, but they have not been sufficiently supported either by Pym or by QMUC. When Arve Gunnestad directed the network he did it from a place within a research facility, with close access to several other people with whom he could communicate and share ideas face to face. Stella Nguluka is in a different setting in her position as Project Advisor in a local institution in Botswana, with the Steering Committee spread out in three other countries – all deeply involved in the practical work of ECDE. Arve Gunnestad also had close access to the financial administration, where Stella Nguluka only has had access at a distance.

The change process in electing a new Director, and for the former Director to assume a different role as Deputy encompasses more than these practical changes. It is a reconceptualising of yourself, an identity change. This takes time, and it needs support. The change in leadership has caused a strain for all involved, an in particular for the leaders.

2.3 Ownership

2.3.1 Ownership and member contribution

Another area of reflection and assessment in the ToR concerned ownership. Ownership is a concept with many layers and something that can be interpreted in different ways – much like the concept of ‘development’. The concept of ownership finds its meaning when it is linked to something of value. Issues of power and control are also connected to ownership. In CBN various stakeholders are cooperating, with different agendas and different demands put on them from the systems in which they are embedded. No wonder the issue of ownership becomes a sticky one.

Digni’s guidelines for support to civil society projects links ownership to power over strategizing, to leadership and to carrying responsibility for implementation of project activities. One of the criticisms from Digni to the Project Document for another project period for CBN is that it seemed that much control and ownership rested with QMUC, despite efforts to transfer leadership to the African network members. One indicator of this dominance from QMUC was stated to be that most network activities were centred around QMUC.

The discussion about CBN ownership also puts the spotlight on the fact that CBN is both a network and a development project. In the funding structure, with Norad as dominant funder through Digni and Pym, Pym are formal project owners and accountable to Digni for the project.

In the evaluation process the concept of ownership was processed through the interviews, in the preparatory workshop with the Director and Steering Committee as well as in the All Network workshop. These various settings provided valuable input into the three issues linked to ownership that was raised in the ToR: how do network members define ownership, how has ownership evolved during the last project period 2009 – 2013 and what is the current status of network ownership.

Definition of ownership in general

In the evaluation workshop network members surfaced these ideas on ownership:

- Ability to take decisions, control
- Ownership means it is in your hands
- You want everything to be the way you want it
- To have something
- What you own should be beautiful all the time
- You have obligations to take care of it
- You can mismanage your ownership

Ownership in relation to CBN

Having ownership in CBN could mean:

- There is collective as well as individual ownership
- Power in decision-making
- Being involved in planning of CBN activities
- Being involved in budgeting
- Financial commitment from member institutions
- Be involved in strategizing
- Knowing what is expected of you
- Knowing your role and your responsibilities

The discussion about ownership is linked to the discussion about the CBN structure, where workshop members demonstrated in their drawings of their perception of the structure that QMUC are the formal owners of CBN. The workshop on CBN structure surfaced that there was dissatisfaction amongst the African member institutions that QMUC had control over CBN. Discussions with QMUC representatives surface a picture that they have a sense of having less control now over CBN, with the change in Directorship, than in the past. There is an understanding at QMUC that they should not dominate CBN and claim sole ownership of the network, but it could be that their actions have not yet caught up with their beliefs. This is an on-going process of letting go, of changing power relations and reconceptualising yourself within the network. A similar process has to take place within the African members, who need to let go of their image of being institutions that do not have ownership. African members express frustration about control and ownership, demonstrating that they do not know where they belong in CBN.

Consequences of lack of ownership

As has already been mentioned, ownership is a sticky concept with many layers. It has the formal layers of control over assets; like budgets, planning, reporting, access to donors. But a network is not a for-profit-company, it is a voluntary association of institutions or organisations that have decided to come together for one or the other reason. CBN is also a value-driven network, with most of its members based in institutions that are owned by or connected to faith-based organisations.

The people in the network are individuals committed to ECD issues, to social development and to making a change in their countries regarding the environment that is provided for children in their pre-school years. Ownership of the network becomes linked to these investments that each person is making in the ECD issues. So, when ownership is contested – which it is in CBN at this time – it becomes a challenge for all members, those in power and those with less power. There are feelings of personal ownership of the issues of ECD, and possibly fear of losing something that is precious to you.

Evolution of formal ownership

How has ownership changed during the lifespan of CBN? This is an issue that is difficult to assess over a short evaluation process time, but during the course of the All Network workshop the issue was processed and what surfaced was that there had been some steps taken at structural level to try to shift ownership from QMUC. Following a recommendation in the evaluation of 2006 a Deputy Director from one of the African member institutions was appointed. In 2010 this Deputy Director was appointed Director and the Norwegian Director became Deputy. The Director is also the Project Leader of the network project, and with that comes all the duties of a Project Leader. The financial administration of the project remained at QMUC. Also in 2010 a Steering Committee made up of representatives from three African member institutions was appointed to support the new Director and Deputy. The reference group at QMUC remained to support the project at QMUC. These structural changes have however not changed QMUCs perceived ownership position as owners of CBN.

Participation and ownership

During the course of the evaluation different views on communication, control and the role of QMUC surfaced. QMUC feels they have released control, whereas many network members feel they have not. There are different views on what is the meaning of participation e.g. in planning the international conferences, QMUC expresses they have had a participatory process, whereas members feel QMUC has controlled themes and topics.

Institutional ownership

The ToR also asked for an assessment of how anchored CBN was within the member institutions. This issue was raised in the evaluation workshop, and each participant drew an organogram of their institutions indicating where in the institution issues about CBN was known and discussed. Most of the participants in the evaluation workshop were actually the operative leaders of their institutions, but the quick survey that was made during the workshop clearly showed that CBN was also anchored at Board level in most institutions. The member institutions contribute to network activities in several ways, e.g.:

- Knowledge and experience
- Premises when hosting a conference or seminar
- Administration and office space (Bokamoso – where the Director works)
- Time – human resources for various tasks linked to the network, conferences, exchanges, seminars
- Salaries of network members during their practical involvement in network activities and duties
- Materials on ECD
- Support to fellow member institutions

This is an ‘own contribution’ that is made by all member institutions that also has a monetary value, even though that value has not yet been calculated.

2.3.2 Discussion

Ownership in a network

CBN is a comparatively small network, with only ten institutions as members. With such a small number of members one could expect that most of them would have to be active in order for the network to exist at all. When doing the ‘member linkages’ exercise in the workshop some of the members expressed surprise that there actually were that many linkages between the member institutions. In some of the interviews there was some concern about the communication within the network as such, and a desire for more active network communication between the international workshops.

In research about network behaviour the results show that in most networks you will have similar patterns of network engagement, with a core of committed members providing leadership and strategy, and then another circle of active members, and a circle of less active members. You cannot expect the same kind of involvement and engagement from all members in a network. Also, network focus and network activities often change over time, so that at certain times some members are more involved than others depending on the focus

Ownership and belongingness

‘Where we belong we invest ourselves. Where we do not belong we transact.’ (p 67 Lövey & Nadkarni. See Appendix 5 for reference) These are words written in a book on organisation development, about the importance of cultivating and allowing for belongingness in an organisation in order for the organisation to be successful and healthy. The same is true for a network. Network members need to know they belong in the network, and what is expected of them. The concept of belongingness illustrates the ‘softer’ side of ownership – the perception you have as an individual of being accepted and valued. A consequence of lack of ownership is lack of achievement – the network becomes ineffective.

Ownership as something that is given by somebody else

The image that emerges of the network, in spite of the bilateral connections within the network, is that the network identity is weak. A network identity, with some sense of common values and a common vision was not clearly expressed by the members. It is difficult to say whether or not this is a product of weak ownership.

The idea that ownership can be given and taken away was also expressed in the workshop, which demonstrates the idea that ownership is owned by somebody else who controls whom it is given to. And that ownership is not something that the members can take themselves. This is a disempowering thought.

Ownership, habits and respect

Amongst the African member institutions that were represented in the evaluation workshop there was great respect and appreciation demonstrated towards QMUC and in particular Dr Arve Gunnestad, for his role as initiator and leader for the network over many years, and for his professional expertise. The links with Norway are important for the member institutions, and for QMUC the links with the other member institutions are equally important. Over the 15 years that the network project has been operating relationships have been formed, and also habits. Each of the members has taken on their own role in the network. The way in which members relate to one another becomes habitual. In a change process within the network organising structure habits need to change, which is difficult.

Respecting the father, in this case Dr Arve Gunnestad, is important, but there is also a strong desire from the African institutions to assume full ownership of CBN, to lead and develop it in the way they choose. This does not mean that they wish to let go of the relationship with Norway; through the years of exchange with QMUC, important and meaningful professional relationships and friendships have developed with QMUC staff. It also does not mean that Arve Gunnestad's efforts, commitment and expertise are not appreciated. It just means that the network has reached a level where there is need for change.

These things are difficult to talk about. During the evaluation workshop the structural issues were on the agenda day 2, and it took a lot of energy from the participants to actually look at the structural issues, and explore what it is they are looking for when it comes to ownership. As evaluator and outsider my feeling is that there is not harmony within the network, and that this uses up energy and makes the network less effective than it could be. There was a feeling of sadness in the workshop when these things were discussed, but also a sense of 'we need to do something about this, we can do something about this, and we want to do something about this – without disrespecting our Norwegian relationships.

2.4 Sustainability

Sustainability is another important concept that can have many interpretations and many layers, and in order to discuss or assess sustainability there is also a need to agree on boundaries. What does sustainability mean in relation to CBN, which is a network project? In this assessment the boundaries have been set at the network's ability to sustain itself and its network activities. This may sound clear enough, but there is also a challenge in looking at what is actually essential network activities. This evaluation is not looking at the sustainability of each of the member institutions. This does however not mean that the sustainability of the member institutions does not impact on the network sustainability – it does. And also the other way around: the network project activities have an impact on the institutions' sustainability.

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In the evaluation workshop the participants were asked to assess the sustainability of the network from the perspective of five different categories. This was a quick assessment exercise, but it was also anchored in the discussions that had taken place in the previous sessions in the workshop regarding results, structure and ownership. Twelve people participated in the exercise but not all rated in all five perspectives. This could be because they felt they did not have enough information.

	<i>No. of people who rated sustainability as low</i>	<i>No. of people who rated sustainability as medium</i>	<i>No of people who rated sustainability as good</i>
Financial sustainability	8	2	0
Organisational sustainability	6	5	0
Ideological sustainability (agreed purpose and values)	1	2	9
Motivational sustainability (member commitment)	4	2	6
Administrative sustainability	2	9	0

The assessment shows that the members feel quite confident about the ideological and the motivational sustainability. This is positive as it will provide a good basis for tackling the challenges of the weaknesses in financial and organisational sustainability. The assessment exercise was followed by a discussion on what could be done to strengthen the financial and the organisational sustainability respectively.

The issue of sustainability was also raised in the interviews, and here similar concerns were raised regarding both financial and organisational sustainability. The interview with the Deputy Director did however also raise another aspect of sustainability as he pointed out that from QMUCs perspective they have all the time been concerned with the *professional sustainability* of early childhood education in the countries in which the network operates. This has been their main concern; the concern for professional sustainability has taken up most of the thinking and the resources in the project, and the organisational issues have been overlooked. The concept of professional sustainability is linking the sustainability question more to the aspect of sustainability of results of the network activities. Which is also an important quality issue. The sustainability of the results of network activities can be seen in the fact that the member organisations are still part of the network, their institutions have raised their quality, and there are qualified pre-school teachers being trained.

Financial sustainability

It is very difficult, perhaps impossible, for any network to function without any financial support. The African member institutions are financially vulnerable, as they operate in a sector that is not supported by their governments, and the people buying their services are not financially strong. These are the political and socio-economic factors that do influence the members.

As a loose network CBN cannot apply for donor funding. Some of their options are

- To apply for funding using one of the member institutions as lead organisation for the donor contact – which is more or less the present construction with QMUC
- To register the network as a legal entity and apply for funding as a network. This might still mean one of the member institutions needs to be lead, but the funding application would be owned by the network
- Rely on the financial support the member institutions can bring to the network

In the evaluation workshop the thought to register CBN as a legal entity was raised by the participants as a means to come to terms with issues of financial sustainability. Other suggestions from the participants were that the network needs to develop fund-raising strategies and work more on resource mobilisation. Also that the member institutions should give annual contributions to the network.

Workshop participants raised the fact that having the capacity and ability to apply for funding by themselves as a network was important for ownership. As it is now, the network is dependent on the funding relationship between QMUC, Pym and Digni.

In the long term the financial sustainability of the member institutions has an impact on the network's sustainability and here the advocacy the institutions make regarding government support to ECDE initiatives is important. If the member institutions can secure government funding for their work they become less financially vulnerable and could potentially contribute more to the network activities.

Organisational sustainability

The strategy offered by workshop participants to come to terms with organisational sustainability is to develop a clear and relevant structure for the network, where roles and responsibilities are stated. This process could start in the Steering Committee together with the Director and Deputy Director.

Administrative sustainability

This is an issue that is linked to both financial and organisational sustainability. Participants in the evaluation workshop did not go deep into this, but some ideas were offered to e.g. create a permanent base for CBN at one of the member institutions. Capacity to manage a project administration – which is not the same as CBN administration, but linked to it – was one important issue that was raised, both in the workshop and in the interviews.

Sustainability involvement

The workshop participants and responses from different interview support the fact that not much has been done to create organisational or financial sustainability of CBN. This acknowledgement is a good sign. It is of course not good that so little has been done – but in acknowledging the shortcomings there is at least a chance that there is motivation to do something about it. QMUC acknowledges that their focus has been on professional sustainability. Pym acknowledges that they could have done more to support the organisational sustainability through their role as project advisors. Members of the network acknowledge that they have not given this much thought, as the activities have gone on without interruption. Each of these stakeholders say that they feel more thought should have gone into these issues.

Sustainability as 'capacity for resilience'

A network of institutions from different countries with different conditions poses some challenges, both when it comes to ownership and when it comes to sustainability. But it could also be a strength that there are members from different contexts, as they could alternate in leadership as the network evolves. An alternative way of looking at sustainability is to think about it as creating 'capacity for resilience', which is a more flexible approach suitable to a world that is changing fast, conditions change, and there is a need to develop support structures that can carry the network through this. To have too much of a static view on sustainability may lead to the creation of structures that can carry for the moment but are not resilient enough to actually make the network structure effective.

3. CONCLUSIONS

3.1 Results – and effectiveness of program theory

The CBN project has contributed to a positive impact on ECDE issues in the participating countries at both individual, institutional and social level. Pre-school teachers have had access to quality training, pre-schools have been able to employ trained teachers, training institutions have improved their training methodology and had their training programs accredited. New knowledge about ECDE in East and Southern Africa has been generated. Governments have had more exposure to ECDE issues through members' advocacy. Pre-school teachers and trainers have more self-esteem and professional self-esteem.

The CBN project cannot take full credit for all of this though. The member institutions have various kinds of activities and not all are linked to CBN or dependant on CBN, there are also – as with any other development project - other contributing factors to change. But CBN has undoubtedly made a considerable contribution to positive developments through the core methods that have been used.

Some of the strengths in the project have been to provide exposure to different perspectives and experiences in ECDE through the conferences and exchanges, working at individual, institutional as well as social/political level. Some of the weaknesses are that much of the project activities have had QMUC at the core, and also that not enough time has been allocated to actually cultivating the network and caring for the network organisation. The network was started by Arve Gunnestad and QMUC so it is understandable that QMUC has had a huge influence on the developments, but this has also lead to a dominant theory of change, where university degrees in ECDE has been a pivotal part e.g. the program theory of change can be summed up as: if we strengthen the education sector through establishing quality ECDE-training within the university system, then this will lead to a positive change in ECDE, which will lead to children having access to quality ECDE. Whereas there is nothing wrong with this theory of change, it is still relevant to explore alternatives.

Having a CBN network that has more than one 'centre' could provide a learning environment that generated also other theories of change to be explored, and open up for more south-south exchange within the network.

CBN could also have developed formal links with other ECDE network internationally. The member institutions do not appear to be isolated but seem to be connected with various other institutions and networks. The CBN network as a network however, does seem to be isolated.

CBN is both a network and a development project, receiving funding from Norad through Digni and Pym in Norway. This connection with experienced development professionals does not seem to have been fully exploited and understood within the project. There has been considerable development in international development cooperation within the time space of the 15 years that CBN has received funding. Learnings about international partnerships, the important role civil society organisations play in development, a rights-based approach to development, having a poverty alleviation focus and an understanding of gender awareness for development. Understanding project planning, monitoring and evaluation. Understanding the importance of organisational capacity building. All of these things are resources that can be used to further enhance CBN. And here Pym has an important role to play.

The Project Document – the document that guides all the work within CBN during the project period – was not known to more than a few of the members. Network plans must be made with the active participation of network members, otherwise it is very difficult for them to both take ownership and to feel ownership of the network.

There is a need within CBN to revisit the purpose of the network, the role the members want the network to play and what kind of activities the network wants to focus on. These issues are the basis for deciding on the next issue: what kind of structure do we want our network to have. The Network Functions Approach (for ref. see App.5 Documents consulted; *'Not everything that connects is a network'*.) distinguishes between five different network functions: Knowledge management, Amplification and advocacy, Community building, Convening and Resource Mobilisation. For some networks all of the functions could be relevant, some will only focus on one or two and even if all are relevant many networks will from time to time put more focus on one function over the other. These network functions are described more in detail in the above mentioned document, and this could be resource for CBN to reflect on what kind of network they want to be.

3.2 Effectiveness of network organisation

There is no formal structure of the network, in the sense that it is a structure that is documented and agreed upon by the network members. There is however at project management structure for the CBN project and in this structure there is a Director, a Deputy Director and a Steering Committee of three people. Apart from this there has also been a financial administrator/controller at QMUC that has had a role to play in the project administration as the project book-keeper. The rest of the members do not have any special responsibility in the network, other than sending in reports and delivering presentations from time to time as part of international and national network conferences. Network members have not been involved actively in strategic planning of the network.

Even though there are designations of some of the members to take leadership for the network, and the network project there are indications that this is not running smoothly, and that the efforts that have been made to move ownership from QMUC to the network as a whole have not yet been successful. There is communication and linkages between the network members, but more at a bilateral level.

There is a need to clarify roles and responsibilities within the network, so that members know what is expected of them and so they know how they can actively contribute to and participate in the network. It is important that in developing a clearer structure this does not become too rigid, so the network cannot breath. But if there is donor funding that is applied for for specific purposes there needs to be a clear division of roles and responsibilities and decision-making procedure around this within the network, so that everyone knows who is responsible for what and can be accountable.

There is also a need to clarify what is considered as common network 'business', and what is activities that is taking place between the network members anyway. Not everything that happens between the members in the network needs to be network business. It could just be friendships that have developed.

The network needs to challenge itself to look at the different experiences and expertise represented by all the different members and see how each and every one contributes to the network.

Another item that can be highlighted in this section is that in cooperation things happen! Meaning that it is human beings that are cooperating, not machines. Human beings can have their own agendas, they have their own fears and aspirations and feelings of self-esteem. There are power issues that come into the picture when there are resources that are to be distributed. This is normal in any cooperation and in any organisation, also in a network. It needs to be acknowledged and managed responsibly.

3.3 Ownership

One of the reasons for this evaluation was that there was concern from the donors that the ownership of CBN amongst the African members was not strong enough. The evaluation process has confirmed that this is actually the case – and not. There is a strong sense among the African members that they are not in control of CBN, that there is somebody else pulling the strings and deciding what to do and not to do, and how to spend project funds. This view is not shared by the Norwegian member, QMUC, who feels that ownership has been shifted to the African members.

The African members do however at the same time demonstrate a strong commitment to CBN and to the issues of ECDE, and a desire to have formal ownership.

The discussions about ownership during the evaluation process uncover the fact that ownership is a concept that needs to be reflected upon by all the members together in CBN. They need to clarify together what changes they would like to see in ownership, what ownership actually means.

Any endeavours to change the power balance within the network, and to strengthen ownership need concrete support and follow up. It does not come automatically. The participants in the evaluation workshop also raised the need for the structure of CBN to be one that does not give too much control to one single person, whether it is an African or a European.

3.4 Sustainability

CBN has great challenges in financial and organisational sustainability. There are strengths in motivational and ideological sustainability that can be used to further develop network sustainability overall.

Not much work has been done for network sustainability over the years. It has not been in the project plans, nor in the minds of the network leadership. Professional sustainability in ECDE has been the main concern for the project planners, and in this area the project is successful. CBN members are considering formalising the network and making it a legal entity so that the network can work more effectively on resource mobilisation and apply for funding, without having to rely on QMUC.

There is an urgent need to work on the organisational capacity, meaning work to develop a new structure for CBN, something that is developed by and approved by the network members.

4. RECOMMENDATIONS

These recommendations have been developed through the participatory evaluation process together with CBN members in the preparatory evaluation workshop and the All Network evaluation workshop in Lushoto, Tanzania in April – May 2014. They have also been informed by the findings that have come through the reading of project documents and the through the interviews with key stakeholders. The recommendation headings follow the requirements in the ToR.

A general recommendation to CBN and to CBN stakeholders, including the donors, is to continue strengthening and developing CBN. It is a network that has an important role to play for the advancement of ECDE in East and Southern Africa.

Another general recommendation to CBN and to Pym is to make a concrete plan of how this evaluation process and report will be used in the development of CBN.

4.1 CBN goals and strategies

A network needs flexibility in goal-setting so it can be open to emergent strategies, and allow space for the different contexts the network members operate in. The goals need to connect with the network purpose.

- A. Reflect on what should be CBNs purpose and role, and what kind of functions CBN should focus on (see reference in Appendix 5 for resource that can be used)
- B. Include all members in the strategizing of the network in a participatory manner; which means exploring network strategies in togetherness, uncovering possible new program theories for CBN based on the current situations in the member countries. Include e.g. useful thinking about gender issues, rights-based approach and poverty alleviation in order to open up the reflection and connect to social development issues.
- C. Do a mapping of the ECDE situation in the member countries in general, and in the local context of the member institution in more detail. This mapping should be documented and used as a resource for network strategizing.

4.2 CBN network activities and working methods

Many of the core activities of CBN; such as the international and the national conferences, curriculum development, individual and institutional professional development, research and materials development have been successful and could probably be good activities also in the future for CBN. It is recommended though that every activity is carefully screened and monitored by the network in order to avoid the risk of just continuing doing things from habit.

- A. Strengthen South-South exchange for both teachers and students
- B. Strengthen the South-South linkages
- C. Connect at network level with other similar networks; for learning, for synergies and to avoid duplication
- D. Network with other resource institutions than just QMUC
- E. Continue developing the relationship with QMUC
- F. Discuss membership – what it means, who can be a member, how you invite and accept new members etc

- G. Increase No. of members in order to gain some perspectives within CBN and to change the internal dynamics of the network
- H. Develop a website that is unique for CBN, and where CBN can communicate its activities, resources and how it works to advance ECDE
- I. Cultivate network identity
- J. Develop learning approach both in thematic work and in nurturing the network organisation

4.3 'Local' ownership

CBN originated with QMUC and has been carried by this institution for many years, and it can be proud of the achievements of the network project through the years. For the future sustainability and legitimacy of the network it is important to continue the process that has been started to shift ownership and control from QMUC to the African network members, making it an African network that also has a Norwegian member. QMUC still has a role to play in CBN as a member with expertise in ECE and in research that is of great value to the other members. These are some recommendations to support the strengthening of African ownership of CBN.

- A. Network planning and strategizing should be made in a participatory way, including all network members.
- B. Network planning and strategizing should be initiated by the African members of CBN.
- C. The network administration, including the financial administration should be based in Africa.
- D. Develop a strong, and active monitoring system, based in Africa.
- E. Discuss ownership on a continuous basis – to help each other change habits, and to help with the process of reconceptualising yourselves within the network.
- F. Develop CBN activities that does not have QMUC as the hub

4.4 Structure

The network structure needs to follow the network function, and before the network settles on this it is premature to give specific recommendations regarding structure. The following can be seen as some general recommendations regarding structure. If CBN decides to pursue registering the network as a legal entity, this might also involve a need to adhere to specifics in the structure.

- A. Avoid making the network top-heavy. Consider having a bottom-up approach to the network.
- B. Consider using the term Coordinator rather than Director, to support a more collaborative approach to network leadership and network facilitation, if this is the function the network wishes to have.
- C. Clarify communication channels within the network, so it is clear what is network business that needs to go through - or with information to - the network Director or Steering Committee, and what is just bilateral communication.

4.5 Roles of stakeholders and members

- A. Members should own and take responsibility for the network, and know what they are accountable for and to whom.
- B. Acknowledge and make use of each member's unique expertise to create synergy.
- C. If the present funding structure will continue, the role of Pym needs to be clarified and acknowledged.

- d. QMUC has a role not only as a member with ECE and research expertise, but also as local fund-raiser and awareness raiser in Norway for international ECE issues. This important role could be further explored and strengthened by QMUC.

4.6 Sustainability

- A. Develop, in a participatory way, an organising structure that is clear, understood and accepted by all members.
- B. Explore the possibility of registering the network as a legal entity in order for the network to be able to apply for funding.
- c. Follow-up on previous decisions regarding financial contribution from member institutions.

Appendix 1 Terms of Reference

Introduction

The Competence Building Network for Early Childhood Education (ECD) in eastern and southern Africa (henceforth referred to as CBN or the Network) was started in 1999. Its goal is to help develop the professional capacity for ECD in the mentioned region. This is done in and through member institutions/-organizations in seven countries.

In 2013, the network, through Pym, applied for funding for a new 5-year project period. Digni rejected the application. Instead, Digni offered funding for an external evaluation in 2014.

Background/reason for the evaluation

As mentioned above the network applied for a new phase of operation (2014-2018) because it had made tremendous achievements, but still felt there were a lot more to accomplish in building the capacity for ECE in the target region. The application was rejected from Digni, based on the judgement that the Network did not demonstrate a stronger local ownership and sustainability; lacking also a display of local initiative by participants in the application.

Although the Network registered a record of good achievements in two previous evaluations in the phase; one mid-term in 2010 and the second end of 2012; Digni strongly recommended an external evaluation of the ended project in 2014 as part of the process of the way forward for the Network. The two previous evaluations, in 2010 and 2013, focused on project outcomes. This time it will be more of a process evaluation, in which the focus is on the quality of the way the network has been operating.

There are mainly two reasons for the proposed evaluation:

To assess the program theory of the network project during the last five years.

To assess the progress of the project during the last five years and give indications whether the project has reached its goals having the expected outputs and outcomes, and to give recommendations for a new project period. The evaluation should inform what the Network has achieved in the last five years and before that. It should give recommendations and the direction CBN should take as part of the process of development. If 2014 will be a bridging year, what direction should the Network take after that?

To assess the structure and ownership of the project/network. During the 15 years the project has run, Queen Maud University College (QMUC) has held a central position. They have been the spinal cord in the professional development of both the project and possibly ECD in general in the region. In addition to this QMUC has also administrated and been central in the development of the project. For the continuity of the project/network it is essential that the project/network is both formally and informally owned and run by local African partners/members of the network. It is therefore important to assess how far the process of transferring the ownership and running of the project/network from QMUC to the African members has come.

Description of the Project

History

The Network was established after a staff member (Arve Gunnestad) at Queen Maud University College of Early Childhood Education's [QMUC], identified the need for increased capacity in pre-school teacher training in the three countries he worked in Southern Africa: Zambia, Namibia and Swaziland in the period of time, 1987 to 1997.

Upon return to Queen Maud University College Mr. Gunnestad, garnered more support for continued professional assistance in the development of skills and knowledge in early childhood development and education in these institutions. It was realized that the three institutions could

benefit from networking with each other as well as with QMUC. The Management and leadership at QMUC was willing to make staff available, and PYM was approached for funding, which was obtained from NORAD through the then Bistandsnemda (BN). Progressively the CBN grew from the three Countries, to now include, Botswana, Tanzania, Kenya and Mozambique. The last five-year phase (2009-2013) is the third; the first two were 1999-2003 and 2004-2008 respectively.

The first network meeting took place in Manzini, Swaziland, in 1999 with representatives from institutions in Zambia, Namibia, Swaziland and Norway. During the first ten years, international network meetings were held once a year. In the third phase, international meetings were held every two years, and the year in between, there were a national meeting in each country, with some invited guests from other countries.

The Network leadership which initially was with Mr. Gunnestad from QMUC, changed to Mrs. Stella Nguluka from Bukamoso Educational Trust in Botswana in 2010. The former director, Associated Professor Arve Gunnestad at QMUC, now has the position of deputy director of the Network.

The change of directors and the startup of national network meetings are the most significant changes which have taken place in the present project phase. Another significant development is the setting up a preschool teacher-training program in Maputo, Mozambique; and in process is the establishment of an ECD degree program at Sebastian Kolowa Memorial University [SEKOMU] in an agreement between them and QMUC. There is curricular available in in both Diploma and Certificate Levels and members who need to can adopt or tap into them.

Goals and Activities

Objectives and focus of the network

The main emphasis of the network is on professional development in preschool teacher training, developing training opportunities for women, and thereby creating better educational opportunities for thousands of children in the region. The Network emphasizes a many sided development of the whole child, and takes into consideration the needs of children with disabilities, children from minorities and children affected of HIV/AIDS.

Program goals

- To assist Governments and NGOs in the different countries to establish quality training for Early Childhood Teachers by producing curriculums for quality teacher training on certificate and diploma levels.
- The understanding of the importance of the UN convention of the right of the child have increased in all the countries, and knowledge of special relevance to the region in all preschool teacher trainings are developed and integrated, e.g. needs of orphans and vulnerable children (OVC), of children with disabilities, of minority and indigenous children.
- The governments, the civil society and NGOs have increased the knowledge on the importance of quality early childhood education for all children, including also OVC and other marginalized groups.

Specific Objectives for 2009-2013 project phase

- To establish a professional basis for Early Childhood Education (ECE) in the region and in each country represented in the international network.
- To assist governments and NGOs in the different countries to establish quality training for Early Childhood Teachers.

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- To promote the understanding of the importance of the UN convention of the right of the child in all the countries, and to develop and integrate knowledge of special relevance to the region in all preschool teacher trainings, e.g. needs of OVC, of children with disabilities, of minority and indigenous children.

The focus of the project period 2009-2013 is on development of quality and competence in Early Childhood Teacher Training. The main components are

1. Building a team of professionals who can lead the professional development of ECD in the region. This will be done through the international meetings, staff exchange and research cooperation, scholarships to quota students from the network etc.
2. Giving professional support in curriculum development, teaching methods and exam supervision so that our member trainings can be recognized by Ministry of Education in their respective countries, and that their diplomas can be accepted as a basis for further studies at universities.
3. Establish cooperation with a university in the South with the aim of developing a bachelor degree program in ECE that could be module based and available for potential trainers from the whole region. A Memorandum of Understanding has been signed between the University of Swaziland and FEA Preschool Teacher Training College, Manzini.
4. Establishing national networks that can take knowledge, experiences and inspiration from the international network to the national level. The national network will run national conferences. By uniting resources, they will be more effective in influencing policymakers, relevant ministries and NGOs in the field of ECD. ECD Network evaluation report, Nov 2010, Page 12 of 57.
5. Develop an advocacy plan for each country. The Network started a process on the advocacy plan in this year international network meeting. The local networks will in 2009 make a plan for each country. In our next international meeting we will hear from the different countries about their plans for advocacy. Already during this year's meeting, Zambian TV made two features from our conference where the importance of ECE was underlined.
6. Developing a common curriculum for a diploma course in ECD relevant for all countries in the region. A committee is appointed with members from different countries.
7. Develop a plan for a certificate course in ECD teacher training and try this out by assisting to re-establish a preschool teacher training in Maputo, Mozambique, using resource people from the network. This plan could later be offered to other places where they do not have preschool teacher training.

Structure and stakeholders

Members

The Competence Building Network consists of an international network of member institutions from East and Southern Africa and Norway. Member institutions come from Botswana, Kenya, Mozambique, Namibia, Swaziland, Tanzania, and Norway. The Network has the following member institutions:

Country	Name of institution
Botswana	Bokamoso Early Education Training, Ghanzi
Kenya	Karen Christian College, Nairobi

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Mozambique	Intituto de Formação de Professores de Pré-escola (IFPP)
Mozambique	Universidade Pedagogica
Namibia	National Early Childhood Development Association, Windhoek
Norway	Queen Maud University College of Early Childhood Education, Trondheim
Swaziland	FEA Preschool Teacher Training College, Helimisi, Manzini
Tanzania	Tanzania College of Early Education, Korogwe
Tanzania	Sebastian Kolowa Memorial University, Korogwe
Tanzania	St. Mary's College of Early Education, Dar es Salaam
Tanzania	Nyamahanga Day Care Training Centre, Biharamulo

Each training institution is represented in the International network meetings by up to two persons.

Swaziland, Namibia and Zambia have participated in Network from the founding of the Network. Tanzania Teacher Training College joined in 2000 followed by Bokamoso Educational Trust in Botswana in 2002. Of the four Institutions in Tanzania, with plans to start a preschool teacher training section at Korogwe, personal contacts through a former fellow student of Arve Gunnestad led to the participation of Mr. Mgoma at the network meeting in Zambia in 2000 as an observer, before joining the network. In 2001, at the conference in Korogwe, Mr. Obedi Byarugaba from Nyamahanga Day Care Training Centre was invited as a participant. The institution joined the network the following year, followed by Zanzibar. Saint Mary's Teacher Training College joined in 2005, and SEKOMU when Mr. Josephat Semkiwa shifted to Sebastian Kolowa University College, Korogwe in 20011. Mozambique became a member in 2004.

The latest addition to the network has been Karen Christian College in Nairobi, and University of Mozambique. Karen Christian College consulted Mr. Gunnestad through PYM some years back because they wanted to add a preschool teacher training to their theological college. Mr. Gunnestad advised them on how to start running a preschool teacher training college. They were accepted into the network, and participated in their first network in 2010, in Trondheim Norway. In 2012, Karen Christian College hosted the International Conference in Nairobi Kenya.

The institution on Zanzibar no longer has any preschool teacher training, so they are no longer member of the Network. Zambia is also no longer a member as Mindolo Ecumenical Foundation in Kitwe, the member of the network no longer has a preschool teacher training.

Objectives and questions of the evaluation

Assess the program theory of the network project 2009 – 2013.

- How effective has the theory of change/the choice of methods and activities been?
- What changes has the network contributed to?
- What are the strengths and the weaknesses respectively of the program theory?

Assess the effectiveness of the network organisation and communication within the network.

- How are decisions made?
- Are there any structural issues hindering the network's effectiveness?
- How is control over the network distributed among the members?
- How is network responsibilities distributed among the members?
- How does the network communicate internally?

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What is the understanding of the roles and responsibilities of the various parties involved in the network; network members, Project Leader, Director, Deputy Director, Steering Committee, Queen Maud University College, Pym.

What are the strengths and the weaknesses respectively of the network organisation?

Assess the ownership and sustainability of the network.

How do network members define ownership?

How has the network ownership evolved the last five years (2009-2013)?

What is the current status of network ownership?

How do network members define sustainability?

How has the network sustainability evolved the last five years (2009 – 2013)?

What is the current status of network sustainability?

What do each member/member institution contribute to the network?

How is the network anchored in the leadership of the member organisations?

Give recommendations for a possible new project period/future of the network when it comes to:

Goals

Activities

Working methods

Local ownership

Structure

Roles of stakeholders and members

Sustainability

Methodology of the evaluation

Since this is an evaluation of a competence building network/project it is important that the evaluation process itself also serves as a competence building activity. The evaluations should therefore have a participatory approach where the members of the networked are taking active part in process.

This is the suggested method/process of the evaluation:

- Document review: The evaluator will go through the project documents, plans, budgets, reports and former evaluations in order to get a good overview of the project, the network and its achievements.
- Workshop with the Steering Committee. This workshop should take place prior to the Evaluation workshop with all network members. The objective of this workshop is for the evaluator to familiarise herself with the network from the perspective of the steering committee, to gain input on the workshop process for the bigger workshop, and to start the actual assessment process.
- Evaluation workshop: A workshop consisting of all the members of the network should be called. Through a participatory and including process the evaluation should be carried out. The process could include interviews, focus groups, group work, observation or other relevant methods. The workshop 3-5 days and should preferably be held in Tanzania.
- Visit to Queen Maud University College in Trondheim.
- Interview visit to Pym in Oslo.

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- Report writing: After the workshop, the evaluator/evaluators should write a draft report that should be presented to the members of the network. All members should be allowed to give feedback before the final report is written.

Prospected output and schedule of the evaluation

The workshops, including the dates and venue, should be planned together with the project leader/steering committee of the project.

The final evaluation report should be finished and presented no later than **June 13 2014**. By the **25th of May** a draft report shall be submitted to Pym, who will distribute it to the network members. The members and Pym is to give feedback on the draft before the **5 June**. This feedback will be channelled to the evaluator through Pym.

The final report shall include answers to all the objectives and questions described in this Terms of Reference. It shall also include a thorough description of the process and the methods used in order to produce the report. Finally, the report shall issue a list of recommendations for the future of the network/project. The recommendations shall both focus on the activities and goals of the project as well as the network itself – including the ownership and sustainability of the network/project.

Appendix 2 Process

Dates	When and who	Activities	Location
Planning/Preparatory work			
March - April	Evaluator	Desk review Design Evaluation Plan and Workshops	Sweden
April 2	Evaluator	Contact meeting with Pym	Oslo
Data gathering			
Wednesday April 23	Evaluator, CBN Steering Committee (SC) members	Arrival in Dar es Salaam	Tanzania
Thursday April 24	SC and evaluator, All day	Travel from Dar es Salaam to workshop venue in Lushoto	Tanzania
Friday April 25 and Saturday April 26	SC All day	Workshop	Lushoto
Sunday April 27	All day	Lushoto visit Interview with CBN Director Network members arrive	Lushoto
Monday April 28	SC All network members All day	Interviews with Steering Committee members Member meeting.	Lushoto
Tuesday April 29 to Friday May 2	All network All day – four days	Workshop with All network	Lushoto
Saturday May 3	All day	Return to Dar es Salaam	
May 4 – May 5	Evaluator	Return to Sweden	
Thursday May 15	Evaluator	Interview with Pym staff	Oslo
Friday May 16	Evaluator	Interviews at Queen Maud University College	Trondheim
Report writing			
May 7 – June 13	Evaluator	Analysis and report writing	Stockholm
May 25	Evaluator	Draft report submitted to Pym	
May 25 – June 5	Pym and CBN	Reading of draft report and compiling feedback	
June 5	Pym	Feedback on report submitted to evaluator	
June 13	Evaluator	Final report submitted to Pym	

Appendix 3 List of member institutions

The following institutions are members of CBN 2014

Country	Name of institution	CBN since
Botswana	Bokamoso Early Education Training, Ghanzi	2002
Kenya	Karen Christian College, Nairobi	2010
Mozambique	Intituto de Formação de Professores de Pré-escola (IFPP), Maputo	2010
Mozambique	Universidade Pedagógica, Maputo	2004
Namibia	National Early Childhood Development Association, Windhoek	1999
Norway	Queen Maud University College of Early Childhood Education, Trondheim	1999
Swaziland	FEA Preschool Teacher Training College, Helimisi, Manzini	1999
Tanzania	Tanzania College of Early Education, Korogwe	2001
Tanzania	Sebastian Kolowa Memorial University, Lushoto	2012
Tanzania	St. Mary's College of Early Education, Dar es Salaam	2003
Tanzania	Nyamahanga Day Care Training Centre, Biharamulo	2001

Appendix 4 Respondents

Participants in the preparatory workshop 25 – 26 April, 2014

<i>Name</i>	<i>Title</i>	<i>Institution</i>
Stella Nguluka	Programmes Advisor, CBN Director and Project Leader	Bokamoso Educational Trust, Botswana
Magnaem Haufiku	National Coordinator, Steering Committee member	National Early Childhood Development NGO Association, Namibia
Anne-Mari Larsen	Associate Professor	Queen Maud University College, Norway
Dumisile Mngomezulu	Principal, Steering Committee member	FEA Training and Development Centre, Swaziland
Josephat Semkiwa	Human Resource Management Officer, Steering Committee member	Sebastian Kolowa Memorial University, Tanzania

Participants in the All Network workshop 29 April – 2 May, 2014

<i>Name</i>	<i>Title</i>	<i>Institution</i>
Stella Nguluka	Programmes Advisor	Bokamoso Educational Trust, Botswana
Esther Ambetsa	Head of Department ECD	Karen Christian College, Kenya
Virginia Chivale	University Professor	Universidade Pedagógica, Mozambique
Bernardo Alberto Mutemba	Coordinator	Instituto de Formação de Professores de Pré-escola – IFPP, Mozambique
Magnaem Haufiku	National Coordinator	National Early Childhood Development NGO Association, Namibia
Anne-Mari Larsen	Associate Professor	Queen Maud University College, Norway
Dumisile Mngomezulu	Principal	FEA Training and Development Centre, Swaziland
Mary Alute	Principal	St Mary's Teachers' College, Tanzania
Patrick Kawg'anga	Teacher Trainer	St Mary's Teachers' College, Tanzania
Mbaraka Shabani Sonni	Pre-school Teacher Trainer	Tanzania College of Early Education
Josephat Semkiwa	Human Resource Management Officer	Sebastian Kolowa Memorial University, Tanzania
Upendo Komba (29/4 – 1/5)	Tutorial Assistant	Sebastian Kolowa Memorial University, Tanzania
Mbwana Gubika (30/4 – 2/5)	Tutorial Assistant	Sebastian Kolowa Memorial University, Tanzania
Sylvester Mgomaa (2 May)	Principal	Tanzania College of Early Education

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Persons interviewed

<i>Name</i>	<i>Title</i>	<i>Institution</i>
Stella Nguluka	Programmes Advisor, CBN Director and Project Leader	Bokamoso Educational Trust, Botswana
Magnaem Haufiku	National Coordinator, Steering Committee member	National Early Childhood Development NGO Association, Namibia
Anne-Mari Larsen	Associate Professor	Queen Maud University College, Norway
Dumisile Mngomezulu	Principal, Steering Committee member	FEA Training and Development Centre, Swaziland
Josephat Semkiwa	Human Resource Management Officer, Steering Committee member	Sebastian Kolowa Memorial University, Tanzania
Andreas Viumdal	Project Advisor	Pym, Norway
Torild Almnes	Director for Humanitarian and Development Aid	Pym, Norway
Arve Gunnestad	Professor, CBN Deputy Director	Queen Maud University College, Norway
Anne-Sine van Marion	International Coordinator	Queen Maud University College, Norway
Hans-Jörgen Leksén	Principal	Queen Maud University College, Norway

Appendix 5 References

CBN Project documents

- Annual Reports to Pym/Digni
- Annual plans
- Final report 2009 - 2013
- Budgets
- Project Document 2009 – 2013, 2014 - 2018
- CBN evaluation reports 2006, 2010, 2012
- Reports from CBN international conferences
- Digni's response to application for funding 2014 – 2018

CBN related documents

- Agreement of cooperation between QMUC and CBN 2014 – 2018

Digni documents

- Overordnet strategi for Digni
- Støtteformer og kriterier
- Sustainability and Risk Analysis

Methodological documents

Ramalingam, B. *Mind the network gaps*, Research Report. Overseas Development Institute April 2011. <http://www.odi.org.uk/publications/5736-mind-network-gaps>

Hearn, S. and Mendizabal, E. *Not everything that connects is a network*, Overseas Development Institute Background Note May 2011. <http://www.odi.org.uk/publications/5137-networks-network-function-approach-rapid>

Wenger, E., Trayner, B. and de Laat, M. *Promoting and assessing value creation in communities and networks: a conceptual framework*, Ruud de Moor Centrum 2011. http://betterevaluation.org/resources/guide/promoting_assessing_value_creation_networks

Lövey, I. and Nadkarni, S. *How healthy is your organization?* Westport, Praeger Publishers 2007

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The five network functions			
Function	Purpose	How does the network carry out this function?	How does the supporting entity support this function?
Knowledge management	Identify, filter and share important people, events, facts and stories; stimulate learning; mitigate information overload	Sharing information through websites; contributing to or editing a journal or newsletters; diffusion of ideas; storytelling; mentoring	Editing websites, publications and newsletters; moderating mailing lists; passing on relevant/useful information
Amplification and advocacy	Extending the reach and influence of constituent parts – members, ideas, initiatives	Hosting conferences, running campaigns, publishing targeted material, providing extension services, ripple effect	Disseminating publications, newsletters; managing campaigns; coordinating field work; representing the network
Community building	Building of social capital through bonding, building relationships of trust; consensus and coherence; collective learning and action among homogeneous actors	Hosting learning, networking or social events; creating opportunities to collaborate with others; providing space for open discussions	Organising events, facilitating internal introductions, coordinating projects or initiatives
Convening	Building social capital through bridging; stimulating discourse, collective learning and action among heterogeneous actors	Hosting formal multi-stakeholder meetings or discussion/decision-making events, enabling reputation by association, identifying and connecting new or emerging ideas	Organising events, maintaining contacts, facilitating external introductions, representing the network
Resource mobilisation	Increasing the capacity and effectiveness of members, stimulating knowledge creation and innovation	Offering training, grants, sponsorship, consultancy and advice; providing access to databases and libraries	Brokering training opportunities and consultancies/advice, managing grants and sponsorship programmes, administering database/library access

Source: Hearn, S. and Mendizabal, E. *Not everything that connects is a network*, Overseas Development Institute Background Note May 2011. <http://www.odi.org.uk/publications/5137-networks-network-function-approach-rapid>

Appendix 6 Documentation from evaluation workshop

Workshop outline Preparatory workshop

Friday 25 April

Introductions

CBN stories – strengths of CBN and motivational factors for CBN member

Brief timeline

Revisiting evaluation from 2012

Getting to know evaluation 2014; questions, ToR, stakeholder analysis (evaluation users and use)

Saturday 26 April

Connecting with yesterday

Preparation for the All Network workshop by discussing some core concepts

- control
- CBN structure
- ownership
- program theory and results

Workshop outline All Network workshop

Tuesday 29 April - Program theory

Introductions

Assessing program theory; identifying stakeholders, reflecting on 'What did you want to change?

How did you want to do it?'

Changes CBN activities have contributed to.

Strengths and weaknesses of program theory.

Wednesday 30 April - Effectiveness of network organisation

Connecting with yesterday

Control

Structure of CBN

Assessment of structure satisfaction

Linkages between member institutions

Communication

Thursday 1 May - Ownership and sustainability

Connecting with yesterday

Ownership – discussion and group work

Sustainability – discussion and group work

CBN within the member institutions – organograms

Member institutions' contributions to CBN

Friday 2 May – Future

Connecting with yesterday

Situational analysis: what is stopping children from having access to quality ECDE?

What is your institution doing about it?

Future of CBN: group work on CBN activities/focus and how to strengthen CBN

Program theory in use

The chart shows what the workshop participants generated in response to the questions:

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What change did you/CBN want to contribute to? How did you/CBN think you would contribute to that change?

	The change we wanted to contribute to	How?
Preschools	Access to quality ECDE for all	More preschools being established More qualified teachers Modified curriculum for inclusive education Teaching methods Teaching media Environment Parental involvement
Training Institutions (trainers, trainees)	Improve the quality of training	Curriculum development and modification Collaboration with relevant ministries Professional development Staff exchange Student exchange (peer tutoring) Seminars In-service training
CBN member institutions	To improve the quality of ECD practitioners To broaden the courses offered to incorporate all the caregivers Facilitation of staff exchange programmes. To work in the best interest of the child. Improve teaching and learning resources Inclusive education of minority groups and vulnerable children	Offer quality training Community sensitization and empowerment Include CBN activities in institutional budgets Use of child-centred methods of teaching and learning Promoting book-writing among CBN members Improvisation
CBN individuals	More - knowledge - confidence - exposure Competence - skills and attitudes Improve methods and strategies of teaching and learning	Seminars Workshops Exchange programmes Scholarships Observation and participation of other members
Government	1. Government recognition of ECD 2. Budgeting towards ECD 3. Employment of ECD teachers 4. Empowering ECD institutions	Advocate for: 1. Change the education policy 2. Allocate enough money to ECD 3. By recognizing the ECD teachers 4. Government subsidies
Children	Increased access to holistic development: emotionally, physically, creativity, intellectually, morally, socially, language and communication, spiritually. Preparation for primary education and other subsequent transitions – school readiness. Improved methods of learning and teaching	Curriculum and programme improvement in teacher training Benchmarking amongst institutions. Study/research and sharing in conferences and workshops. Sensitization
Parents	Attitudes, awareness	Seminars Workshops Mobilization Campaigns counselling Sensitization
CSOs, NGOs, CBOs, religious institutions, potential teachers	Attitudes, awareness, knowledge, skills	Seminars Workshops Mobilization Campaigns counselling Sensitization