



Evaluation

Development Communication and Education
of the Austrian Development Policy
and Development Cooperation (ADC)
2006–2013

Final Report

Imprint

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This is an independent evaluation report. Views and conclusions expressed do not necessarily represent those of the contractors.

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List of acronyms and abbreviations

AAI	Afro Asiatisches Institut
ACP	African, Caribbean, & Pacific Countries
ADA	Austrian Development Agency
ADC	Austrian Development Policy and Development Cooperation
AG	Aktiengesellschaft
AGGV	AG Globale Verantwortung – Arbeitsgemeinschaft für Entwicklung und humanitäre Hilfe
APPEAR	Austrian Partnership Programme in Higher Education and Research for Development
ARGE Weltläden	Arbeitsgemeinschaft Weltläden
AVP	Afrika Vernetzungsplattform
BMBF	Bundesministerium für Bildung und Frauen
BMEIA	Bundesministerium für Europa, Integration und Äußeres
BRIC	Brazil, Russia, India and China
CIDAC	Centro de Intervenção para o Desenvolvimento Amílcar Cabral
CONCORD	Confederation for Cooperation of Relief and Development NGOs

CS	Civil Society
CSO	Civil Society Organisation
CSR	Corporate Social Responsibility
DAC	Development Assistance Committee
DC	Development Cooperation
DE	Development Education
DE/AR	Development Education and Awareness Raising
DEEEP	Developing Europeans' Engagement for the Eradication of Global Poverty
EC	European Commission
ECPAT	End Child Prostitution, Child Pornography And Trafficking of Children for Sexual Purposes
EPOL	Unit for Development Communication and Education in Austria
EQ	Evaluation Question
EU	European Union
EUR	Euro
EZA	Entwicklungszusammenarbeit
FCS	Department Funding Civil Society
FMEIA	Federal Ministry for Europe, Integration and Foreign Affairs
GENE	Global Education Network Europe
GfbV	Gesellschaft für bedrohte Völker
GIZ	Gesellschaft für Internationale Zusammenarbeit
ICP	International Consultancy Portugal
IDEA	International Institute for Democracy and Electoral Assistance
IMVF	Instituto Marquês de Valle Flôr
IPAD	Instituto Português de Apoio ao Desenvolvimento/ Portuguese Institute for Development Support
KommEnt	Gesellschaft für Kommunikation, Entwicklung und dialogische Bildung
KOO	Koordinierungsstelle der Österreichischen Bischofskonferenz für internationale Entwicklung und Mission
MBA	Master of Business Administrations
MDGs	Millennium Development Goals
MIS	Management Information System
MS	Member states
NGDO	Non-governmental development organisation
NGO	Non-governmental organisation
OECD	Organisation for Economic Cooperation and Development

OEZA	Österreichische Entwicklungszusammenarbeit
ÖFSE	Österreichische Forschungsstiftung für Internationale Entwicklung/ Austrian Foundation for Development Research
ÖGB	Österreichischer Gewerkschaftsbund
Plataforma ONGD	Plataforma Portuguesa das Organizações Não-Governamentais para o Desenvolvimento
PR	Public Relations
RG	Reference Group
ROM	Results Oriented Monitoring
SQL	Structured Query Language
ToC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VENRO	VerbandEntwicklungspolitikDeutscherNichtregierungsorganisationen
VIDC	Vienna Institute for International Dialogue and Cooperation

Executive Summary

Background

Supporting Development Communication and Education at home is part of Austria's Development Cooperation (ADC). This support is based on the Federal Act on Development Cooperation (2002), the respective three-year ADC programmes, and the annual work programmes of the Unit for Development Communication and Education in Austria (EPOL).

With the establishment of the Austrian Development Agency (ADA) in 2004, project management and support of Development Communication and Education projects was moved from KommEnt¹, who acted on behalf of the Federal Ministry of Foreign Affairs (today Federal Ministry for Europe, Integration and Foreign Affairs/FMEIA), and integrated into ADA. In 2011, the ADA units "Development Communication and Education" (EPOL) and "NGO Cooperation International" were merged into one department called "Department for Funding Civil Society" (FCS).

In July 2009, ADA published a strategy "Development Communication and Education" (until 2009, the area of work was guided by the "Support Programme for the development of information, education, culture and public relations").

The strategy specifies a number of medium term topics to be addressed: global learning, human rights, gender equality, peace, world trade/fair trade, corporate social responsibility. In addition, in some years annual topics were raised (e.g. in 2014 economy as partners, in 2013 migration and development).

Subject of this evaluation is the strategy of Development Communication and Education and the activities carried out by EPOL. The evaluation also takes into account the importance of Development Communication and Education for relevant stakeholders, and the organisational framework of EPOL. It aims at contributing to accountability for different stakeholders (FMEIA, ADA, cooperation-partners, contract-partners and the general public) and making the modus operandi more understandable to all the stakeholders.

Evaluation approach and methodology

The evaluation was carried out in accordance with the OECD/DAC Evaluation Quality Standards. It was managed and supervised by the ADA evaluation unit. The evaluation was conducted in three main phases:

1. During the first phase (December 2013 – January 2014), the evaluation team critically reviewed all relevant strategic and operational documents and prepared the portfolio overview from 2006-2013. Criteria for drawing a purposive sample of projects for in-depth assessment, to be used as case studies for assessing effects achieved through funded projects were drafted and agreed upon with the reference group.
2. During the second phase (January 2014 – March 2014), based on the sampling strategy, a purposive sample of 12 interventions was selected for in-depth assessment. Numerous documents were consulted, 62 stakeholders were interviewed and an online survey was conducted. In addition to document review and interviews with Austrian stakeholders, the evaluation team reviewed strategic documentation at the European level. Moreover, further in-depth research related to Development Communication and Education in two countries identified as reasonably comparable (field visit to Portugal and interviews with stakeholders in Ireland) was

¹ Organisation for communication, development and dialogical education (Gesellschaft für Kommunikation, Entwicklung, dialogische Bildung).

carried out with a view to benchmarking and drawing lessons from other European countries.

3. During the third phase (March 2014 – April 2014), the main findings, conclusions and recommendations were drafted.

The evaluation used a **mixed-methods approach** for data and information collection, consisting of document review, semi-structured interviews, online survey and direct observation. Data triangulation was ensured by the simultaneous application of different methods and tools in the evaluation process to generate both quantitative and qualitative data.

Main findings

The **analysis of the portfolio** showed that, in total, ADA contracted about 36 million EUR for Development Communication and Education during 2006 and 2013. According to the financial data from the database the amounts were distributed as follows:

- Education, Encounters and Global Learning activities have received by far the most funding, accounting for nearly half of the budget allocations between 2006 and 2013 (48%);
- The second-largest area is Research and Publications, which accounted for slightly less than a quarter of the total resources (24%);
- The remainder went into Campaigns and Advocacy (14%), Culture and Media (11%), and to EU Co financing (3%).

The three largest recipient organisations (partner organisations) are Südwind, ÖFSE, the Austrian Foundation for Development Research, and VIDC, the Vienna Institute for International Dialogue and Cooperation.

Generally speaking, EPOL is well-placed in ADA and has a functioning network within Austria. In recent years, the Unit has given important impulses (with regards to both content and organisational development) to Austrian CSOs, European CSOs and various relevant forums throughout Europe. The Unit is visible at national level and well represented at international (European) level. EPOL has – together with the Austrian CSOs – successfully lobbied against and ultimately prevented funding for this area of work being reduced. The Unit is part of ADA and is perceived by CSOs as a vital element of Austrian development cooperation.

Overall, the “Strategy for Development Communication and Education” devised by ADA in 2009 has been **relevant**. It covers all activities carried out and supported by EPOL before and after the drafting and approval of the strategy. However, the purpose and scope of the strategy has not been made sufficiently clear.

With regards to **efficiency**, the evaluation found that EPOL staff efficiently supports partners in the preparation and presentation of projects. There is direct involvement (substantive as well as administrative involvement) of the Unit staff in decision making on projects and project preparation by partners. It decreases during the project cycle, and becomes more and more administrative. Relationships between EPOL staff and partners are good, supportive and cooperative.

Assessment of the **effectiveness** of work done by ADA EPOL and of partners showed that increasing efforts have been made to reach a higher number of people and new target groups. The Unit and its partners are aware of the need to extend their traditional target audiences. However, in addition to the limited financial means, long-term commitments to larger projects, funding of ongoing mechanisms or funding of positions in organisations, further reduce room for manoeuvre and flexibility of EPOL. It carries the risk of reducing the possibilities for new partners to access funding as well.

Existing potentials, such as the advisory committees, are not used to their full extent. Additionally, possible synergies from having EPOL integrated into ADA could have been better addressed. The cooperation between EPOL and other ADA units could be intensified significantly. One major concern is the Monitoring and Evaluation (M&E) systems at all levels: they are mainly concentrating on activities, indicators for outcome or impact measurement are rather qualitative and descriptive. Furthermore, evaluation is not obligatory. However, good progress could be observed regarding organisational networking within the Austrian CSO community related to Development Communication and Education.

Regarding **impact**, it can be stated that Austrian society is showing an increased interest in global issues. However, the potential to join forces and combine different partner activities to better position development cooperation has been under-utilised.

Overall, ADA support to Development Communication and Education is characterised by a trend towards more **sustainability** of organisational structures through networks and building of stronger organisations and alliances, and through successful “infiltration” of (other than development cooperation) public and private sector initiatives like sectoral round tables, sport campaigns, provision of seed funding for academic research, etc.

Future challenges for the area of work are mainly related to (low) budget and to the generational change on the level of Development Communication and Education activists. The budget has remained stable, however, considering inflation it has de facto been reduced in recent years. The financial basis as well as possibilities to acquire other funds from sources besides ADA are (with the exception of partners who are related to churches), very limited for ADA EPOL partners. As a consequence of the generational change at the level of decision-makers and opinion leaders in Development Communication and Education, in partner organisations as well as in ADA, it has to be assured that knowledge and experiences acquired so far are kept within the organisations, and that new staff are identified and recruited well in time.

Lessons learned from the evaluation team’s assessment of **Development Communication and Education efforts in other EU member states** are:

- Regular funding is necessary, i.e. a certain security on the available budget must be given well in advance;
- Using a multi-stakeholder approach is decisive for the success of activities;
- In addition to a strategy, an operational action plan needs to accompany the implementation of the strategy.
- In Ireland, possibilities to get support other than government funding, e.g. through foundations, trusts, lotteries or banks, are further explored by CSOs.

Conclusions and recommendations

On the basis of its findings, the evaluation team draws nine central conclusions and provides detailed recommendations, which refer to four levels:

Two conclusions refer to the **conceptual level** and the **strategy**. The evaluation states that its validity and scope, but also the definition of the subject of EPOL, its partners and target groups is not fully clear. A revision and update of the strategy is therefore recommended, special attention should be paid to the role of the **private sector and producers** in this context. (*conclusion and recommendation 1 & 2*)

Two further conclusions refer to the strategy’s implementation on the **operational level**. The range of target groups reached and how the different target groups can be addressed is of highest interest. The evaluation team found that the work of the Unit only reaches a limited share of the population. The team therefore recommends a number of activities to improve

and professionalise communication. First and foremost, those activities should respond to the target groups' changing channels and habits of communication. Beyond that, not only the channels of communication but also the content itself should be adapted, in order to raise the attention and increase comprehension of development related issues. The second group of recommendations therefore aims at presenting and communicating global issues in a more holistic way, integrating them into other sector strategies and relating them to the individual everyday reality of Austrian citizens. *(conclusion and recommendation 3 & 4)*

The first conclusion on the **organisational level** focuses on the integration of the EPOL unit into ADA. The evaluation team identifies various fields of actions to improve the Unit's integration, such as the further strengthening of co-ordinated planning activities, special attention paid to common projects and potential synergies (in particular concerning cooperation with civil society) and a clearer definition and communication of EPOL's core functions for both internal and external partners. Additionally, the team suggests looking for possibilities to enhance the job rotation inside FCS and with other ADA units.

The second conclusion on this level concentrates on the role and function played by EPOL within the network of Austrian stakeholders of Development Communication and Education. The evaluation team recommends a stricter application of the principle of subsidiarity and suggests looking for further tasks and responsibilities to be delegated to CSOs. Furthermore, the NGO days should be increasingly used to address organisations outside Vienna and as capacity building and training opportunities. *(conclusion and recommendation 5 & 6)*

On **administrative level**, the conclusions mainly focus on funding modalities and project management. They highlight the fact that partner organisations' increased dependency on ADA funding could undermine their right of initiative as well as the principle of co-funding of NGO activities. In addition, room for new initiatives and partners could further scale down. The evaluation team recommends re-emphasising the project-based approach in order to communicate the strict time limitation of funding. Additionally, a mechanism to support smaller initiatives should be created.

With regards to improving Project Management and the used monitoring and evaluation systems in particular, the evaluation team recommends defining clear goals, common indicators and monitoring systems together with relevant partners. The number of contracts, in particular with large partner organisations, should be reviewed and, if possible, reduced. Additionally, for further transparency on demarcation between funding and financing modalities and contractual arrangements with big EPOL partners, a financial audit is recommended. *(conclusion and recommendation 7 & 8)*

A last conclusion is dealing with the unused potentials of EPOL's advisory committees. The evaluation team recommends strengthening **the role of the advisory committees** by giving them more visibility and making participation more attractive. *(conclusion and recommendation 9)*

Zusammenfassung

Hintergrund der Evaluierung

Die Unterstützung von Entwicklungspolitischer Kommunikation und Bildung in Österreich ist Bestandteil der österreichischen Entwicklungszusammenarbeit (OEZA). Sie ist im Bundesgesetz über Entwicklungszusammenarbeit (2002) verankert, und in den jeweiligen Drei-Jahres-Programmen der OEZA und den jährlichen Arbeitsprogrammen des Referats für Entwicklungspolitische Kommunikation und Bildung in Österreich (EPOL) begründet.

Mit der Gründung der Austrian Development Agency (ADA) im Jahr 2004 wurde das Projektmanagement und die Unterstützung von Projekten im Bereich der Entwicklungspolitischen Kommunikation und Bildung aus der Gesellschaft für Kommunikation, Entwicklung, dialogische Bildung (KommEnt) – die diese Aufgabe bis dahin im Auftrag des Bundesministeriums für auswärtige Angelegenheiten, dem Vorläufer des Bundesministeriums für Europa, Integration und Äußeres/BMEIA, übernommen hatte – ausgegliedert und in die ADA integriert. Im Jahr 2011 wurden die ADA Referate „Entwicklungspolitische Kommunikation und Bildung in Österreich“ (EPOL) und „NRO-Kooperation International“ zu einer „Abteilung zur Förderung der Zivilgesellschaft“ (FZG) zusammengeführt.

Im Juli 2009 veröffentlichte die ADA eine Strategie zur „Entwicklungspolitische(n) Kommunikation und Bildung in Österreich“, die das bis dahin gültige „Unterstützungsprogramm für die Entwicklung von Informations-, Bildungs-, Kultur- und Öffentlichkeitsarbeit“ ablöste.

Die Strategie nennt eine Reihe von mittelfristig aufzugreifenden Themenstellungen, wie Globales Lernen, Menschenrechte, Gleichberechtigung, Frieden, Welthandel / fairer Handel, sowie soziale Verantwortung von Unternehmen vor. Dazu wurden in einigen Jahren zusätzliche Themenschwerpunkte (z. B. Wirtschaft als Partner im Jahr 2014, Migration und Entwicklung in 2013) hinzugefügt.

Gegenstand dieser Evaluierung ist die Strategie der Entwicklungspolitischen Kommunikation und Bildung und deren Umsetzung durch das Referat EPOL. Sie untersucht die Bedeutung von Entwicklungspolitischer Kommunikation und Bildung für die verschiedenen Beteiligten, und die organisatorischen Rahmenbedingungen in denen EPOL arbeitet. Die Evaluierung soll dazu beitragen, verschiedene Interessengruppen (BMEIA, ADA, Kooperationspartner, Vertragspartner und der Öffentlichkeit) zu informieren und den Arbeitsbereich für alle Beteiligten verständlicher zu machen.

Methodisches Vorgehen

Die Durchführung dieser Evaluierung wurde von der ADA Stabsstelle Evaluierung beauftragt und betreut. Die Evaluierung wurde in Übereinstimmung mit den OECD/DAC – Qualitätsstandards für die Entwicklungsevaluierung durchgeführt. Die Durchführung gliederte sich in drei Phasen:

1. In der ersten Phase (Dezember 2013 – Januar 2014), sichteten und prüften die Gutachter alle relevanten strategischen und operativen Unterlagen, und erstellten eine Übersicht über das Portfolio der durch die Abteilung geförderten Projekte von 2006 bis 2013. Es wurden Kriterien für die Auswahl einer kleineren Zahl von geförderten Projekten erarbeitet, die als Fallstudien für die Evaluierung vorgeschlagen wurden. Diese wurden mit der Referenzgruppe im Januar 2014 abgestimmt.
2. Während der zweiten Phase (Januar 2014 – März 2014), wurde eine Stichprobe von 12 Interventionen für eine eingehende Bewertung ausgewählt. Zahlreiche Dokumente

wurden konsultiert, 62 Akteure direkt befragt und eine Online-Befragung wurde durchgeführt. Ergänzend zur Prüfung von Unterlagen und Interviews mit österreichischen Akteuren, prüfte das Evaluierungsteam auch strategische Dokumente auf der europäischen Ebene. Durch Interviews und Dokumentenstudien wurden die Erfahrungen unterschiedlicher Akteure im Bereich Entwicklungspolitische Kommunikation und Bildung in zwei Ländern (vor Ort in Portugal und Interviews in Irland), die als einigermaßen vergleichbar zu Österreich angesehen werden können, erhoben.

3. In der dritten Phase (März 2014 – April 2014) wurden die wichtigsten Ergebnisse, Schlussfolgerungen und Empfehlungen erarbeitet.

Um die Evaluierungsfragen zu beantworten verwendeten die Gutachter einen **Methoden-Mix** bestehend aus Dokumentenprüfung, semi-strukturierten Interviews, Online-Befragung und Beobachtung. Durch Datentriangulation und die gleichzeitige Verwendung verschiedener Methoden konnte sich das Team sowohl auf quantitative als auch qualitative Daten stützen und diese bewerten.

Wichtige Ergebnisse

Die Portfolio Analyse anhand der Daten aus der Finanzdatenbank zeigt, dass die rund 36 Millionen Euro, die ADA EPOL in den Jahren 2006 bis 2013 für die Förderung Entwicklungspolitischer Kommunikation und Bildung zur Verfügung standen, wie folgt verteilt wurden:

- Bei weitem die meisten, fast die Hälfte der verfügbaren Mittel, flossen in den Bereich Bildung, Begegnung und Globales Lernen (48%);
- Der zweitgrößte Bereich ist Wissenschaft und Publizistik, auf den etwas weniger als ein Viertel der Gesamtressourcen (24%) entfielen;
- Der Rest wurde für Kampagnen und Anwaltschaft (14%), Kultur und audiovisuelle Medien (11%) und die EU-Co-Finanzierung (3%) verwendet.

Die drei größten Empfänger (Partnerorganisationen von EPOL) sind Südwind, ÖFSE, die Österreichische Forschungsstiftung für internationale Entwicklung, und VIDC, das Wiener Institut für Internationalen Dialog und Zusammenarbeit.

Das Thema Entwicklungspolitische Kommunikation und Bildung ist in der ADA gut positioniert, das Referat verfügt über ein funktionierendes Netzwerk in Österreich. Es hat in den letzten Jahren wichtige Impulse (in Bezug auf Inhalte und Organisationsentwicklung) an österreichische und europäische Organisationen der Zivilgesellschaft, und in verschiedenen einschlägigen Foren in Europa gegeben. Das Referat ist auf nationaler Ebene sichtbar, und auf internationaler (europäischer) Ebene vertreten. EPOL hat, zusammen mit den österreichischen Organisationen der Zivilgesellschaft, erfolgreich Lobbyarbeit geleistet und letztlich verhindert, dass Budgets für diesen Arbeitsbereich reduziert werden. Das Referat ist Teil der ADA und wird von Nichtregierungsorganisationen (NRO) als wesentlicher Bestandteil der österreichischen Entwicklungszusammenarbeit wahrgenommen.

Die 2009 veröffentlichte Strategie für Entwicklungspolitische Kommunikation und Bildung ist **relevant**. Sie deckt alle Aktivitäten, die von EPOL vor und nach der Ausarbeitung der Strategie durchgeführt und unterstützt wurden, ab. Allerdings sind der Zweck und der Geltungsbereich der Strategie nicht ausreichend klar formuliert.

Im Hinblick auf **Effizienz**, stellt die Evaluierung fest, dass Partner bei der Vorbereitung und Präsentation von Projekten effizient unterstützt werden. MitarbeiterInnen von EPOL sind direkt an der Entscheidungsfindung über Projekte und bei der Projektvorbereitung durch die Partner beteiligt (sowohl inhaltlich als auch administrativ). Die inhaltliche Unterstützung

nimmt im weiteren Projektzyklus ab und wird stärker administrativ. Die Beziehungen zwischen EPOL MitarbeiterInnen und Partnern sind gut, unterstützend und kooperativ.

Die Untersuchung der **Effektivität** der Arbeit von ADA EPOL und den Partnern zeigte, dass verstärkte Anstrengungen unternommen wurden, um eine höhere Anzahl von Menschen und neue Zielgruppen zu erreichen. EPOL und Partner sehen die Notwendigkeit, ihre traditionellen Zielgruppen zu erweitern und neue Ansätze zu suchen. Allerdings schränken, zusätzlich zu dem begrenzten finanziellen Spielraum, zunehmende langfristige Verpflichtungen in größeren Projekten, die Unterstützung von laufenden Einrichtungen oder die Förderung von Stellen in Organisationen, den Handlungsspielraum und die Flexibilität von EPOL ein. Dadurch wird auch der Zugang zu Fördermitteln für neue Partner erschwert.

Vorhandene Potenziale, wie die Fachausschüsse, werden nicht in vollem Umfang genutzt. Potentielle Synergien, die durch die Integration von EPOL in die ADA vorhanden sind, werden nicht vollends ausgeschöpft. Die Zusammenarbeit zwischen EPOL und anderen ADA Fach- und Länderreferaten könnte deutlich intensiviert werden.

Größere Bedenken gibt es bezüglich der Monitoring und Evaluierungssysteme auf allen Ebenen. Monitoringsysteme und Evaluierungen konzentrieren sich zu sehr auf Aktivitäten, Indikatoren für die Ergebnis- und Wirkungsmessung sind eher qualitativ und beschreibend, zudem ist die Durchführung von Evaluierungen nicht obligatorisch.

Gute Fortschritte konnten bei der Vernetzung von Organisationen innerhalb der österreichischen NRO-Szene im Bereich Entwicklungspolitische Kommunikation und Bildung beobachtet werden.

In Bezug auf **Breitenwirkungen** wurde festgestellt, dass zwar innerhalb der österreichischen Gesellschaft ein verstärktes Interesse an globalen Fragen vorhanden ist, das Potenzial, Kräfte zu bündeln und verschiedene Partneraktivitäten zu kombinieren, um eine bessere Positionierung der Entwicklungszusammenarbeit zu erreichen, wird allerdings noch nicht voll genutzt.

Insgesamt ist eine Tendenz zu mehr **Nachhaltigkeit** von Organisationsstrukturen durch Netzwerke und Organisationsentwicklung festzustellen. Die erfolgreiche „Infiltration“ von (anderen als entwicklungspolitischen) öffentlichen und privaten Initiativen, wie Sektor Diskussionsrunden, Sportkampagnen, die Bereitstellung von Startkapital für die akademische Forschung, verstärkt diese Tendenz weiter.

Zukünftige Herausforderungen für den Arbeitsbereich sehen die Gutachter im zur Verfügung stehenden (niedrigen) Budget und im Generationenwechsel der Akteure im Bereich Entwicklungspolitische Kommunikation und Bildung. Das Budget ist zahlenmäßig stabil geblieben, allerdings hat es unter Berücksichtigung der Inflation in den letzten Jahren de facto abgenommen. Der finanzielle Rahmen der Partnerorganisationen, sowie die Möglichkeit Gelder aus anderen Quellen einzuwerben, sind (mit Ausnahme von kirchennahen Organisationen) sehr begrenzt. Als Folge des Generationenwechsels von Entscheidungsträgern und Meinungsführern im Bereich der Entwicklungspolitischen Kommunikation und Bildung in Partnerorganisationen und in der ADA, sollte sichergestellt werden, dass bisher erworbenes Wissen und Erfahrungen in den Organisationen gehalten wird und dass rechtzeitig Nachfolgeregelungen eingeleitet werden.

Wichtige Erfahrungen, die die Gutachter aus der Analyse von Aktivitäten im Bereich der **Entwicklungspolitischen Kommunikation und Bildung in anderen EU-Mitgliedstaaten** feststellen konnten, sind wie folgt:

- Regelmäßige Förderung ist notwendig. Es sollte im Voraus eine gewisse Sicherheit in Bezug auf die zur Verfügung stehenden Budgets gegeben werden.
- Ein Multi-Stakeholder-Ansatz ist entscheidend für den Erfolg von Aktivitäten.
- Ein operativer Aktionsplan sollte die Umsetzung einer Strategie begleiten.

- In Irland erkunden NROs die Möglichkeit neben staatlicher Förderung, Unterstützung durch Stiftungen, Treuhandgesellschaften, Lotterien oder Banken zu erhalten.

Schlussfolgerungen und Empfehlungen

Basierend auf den Feststellungen konzentrierten sich die Gutachter auf neun zentrale Schlussfolgerungen und daraus abgeleitete Empfehlungen auf vier verschiedenen Ebenen.

Zwei Schlussfolgerungen beziehen sich auf die **konzeptionelle Ebene** und vor allem auf die Strategie. Gemäß der Evaluierung sind Aussagekraft, Umfang, sowie die Definition des Gegenstandes von Partnern und Zielgruppen von EPOL nicht vollständig klar. Es wird daher empfohlen die Strategie zu überarbeiten und zu aktualisieren. In diesem Zusammenhang sollte ein besonderes Augenmerk auf die **Rolle der Privatwirtschaft und von Produzenten** in der Entwicklungszusammenarbeit und für die Entwicklungspolitische Kommunikation und Bildung gelegt werden. *(Schlussfolgerung und Empfehlung 1 & 2)*

Zwei weitere Schlussfolgerungen beziehen sich auf die **operative Umsetzung der Strategie**. Dabei geht es vor allem um die Bandbreite der erreichten Zielgruppen und wie unterschiedliche Zielgruppen angesprochen werden können. Das Gutachterteam stellte fest, dass das Referat nur einen begrenzten Teil der Bevölkerung erreicht. Die Gutachter empfehlen daher eine Reihe von Aktivitäten, um die Kommunikation weiter zu professionalisieren. Diese sollte vor allem die veränderten Kommunikationskanäle und -gewohnheiten bestehender und neuer Zielgruppen noch besser ansprechen. Dabei geht es nicht nur um die Kommunikationskanäle, sondern auch um Inhalte, mit denen die Aufmerksamkeit für und das Verständnis von entwicklungspolitischen Fragen noch besser erreicht werden kann. Die zweite Gruppe von Empfehlungen zielt daher darauf ab, globale Fragen ganzheitlicher zu kommunizieren, sie weiter in andere Sektor Politiken zu integrieren, und gleichzeitig den Bezug zu individuellen Lebenswirklichkeiten der Menschen in Österreich herzustellen. *(Schlussfolgerung und Empfehlung 3 & 4)*

Die erste Schlussfolgerung auf der **organisationalen Ebene** geht darauf ein, wie der Bereich „Entwicklungspolitische Kommunikation und Bildung in Österreich“ in die ADA integriert ist. Das Gutachterteam identifiziert verschiedene Handlungsfelder zur besseren Integration des Referats innerhalb der ADA. Weitere Verstärkung gemeinsamer Planungsaktivitäten, besondere Aufmerksamkeit für potenzielle gemeinsame und sich gegenseitig unterstützende und ergänzende Aktivitäten der Bereiche Projekte und Programme und Zusammenarbeit mit der Zivilgesellschaft, die noch klarere Definition und Kommunikation von EPOLs Kernfunktionen für ADA interne und EPOLs externe Partner – und die Überprüfung von Möglichkeiten zur verstärkten Job Rotation innerhalb der Abteilung und mit anderen ADA Abteilungen werden vorgeschlagen.

Die zweite Schlussfolgerung auf dieser Ebene beschäftigt sich mit der Rolle und Funktion von EPOL innerhalb der österreichischen Akteure der entwicklungspolitischen Kommunikation und Bildung. Die Gutachter schlagen eine noch stärkere Einhaltung des Subsidiaritätsprinzips vor und empfehlen weiter zu prüfen, welche Aufgaben weiter an Organisationen der Zivilgesellschaft vergeben werden können. Die NRO Tage sollten noch stärker Organisationen außerhalb Wiens ansprechen und auch als gemeinsame Weiterbildungsveranstaltung genutzt werden. *(Schlussfolgerung und Empfehlung 5 & 6)*

Die Schlussfolgerungen auf der **Verwaltungsebene** beschäftigen sich mit den Finanzierungsmodalitäten und dem Projektmanagement. Sie weisen darauf hin, dass, durch die hohe Abhängigkeit vieler Partnerorganisationen von den Fördermitteln der ADA, sowohl deren Vorschlagsrecht als auch das Prinzip der Unterstützung (co-funding) von NRO Aktivitäten untergraben werden könnte; und dass sich der Bewegungsspielraum für neue Initiativen und Partner weiter verkleinert. Es wird empfohlen, den Projektansatz noch stärker zu betonen und zu verfolgen, und damit eine klare Befristung von Förderungen zu kommunizieren. Eine weitere Empfehlung ist die Einrichtung eines Mechanismus, der

kleinere Initiativen fördert. Zur Verbesserung des Projektmanagements und insbesondere der verwendeten Monitoring- und Evaluierungssysteme empfehlen die Gutachter, gemeinsam mit den Partnern an klareren Zielformulierungen und gemeinsamen Indikatoren und Monitoringsystemen zu arbeiten. Es sollte geprüft werden, ob und wie die Anzahl der Verträge insbesondere mit großen Partnerorganisationen reduziert werden kann. Zur besseren Abgrenzung von Aktivitäten und Leistungen, die von Partnern unter verschiedenen Verträgen erbracht werden, empfehlen die Gutachter ein Audit. *(Schlussfolgerung und Empfehlung 7 & 8)*

Die letzte Schlussfolgerung bezieht sich auf die noch nicht vollständig genutzten Potenziale der beratenden Fachausschüsse. Das Gutachterteam empfiehlt die Rolle dieser Fachausschüsse weiter zu stärken, indem sie sichtbarer gemacht werden und die Mitgliedschaft in den Fachausschüssen attraktiver gestaltet wird. *(Schlussfolgerung und Empfehlung 9)*

1 Introduction

The Draft Final Report presents the outcome of the “Evaluation of Development Communication and Education of the Austrian Development Policy and Development Cooperation (ADC) from 2006–2013”.

The purpose of this evaluation is to:

1. Examine the relevance and effectiveness of the overall strategy of Austrian Development Communication and Education. This includes:
 - o An examination of the theory of change and the strategic objectives of the area of work (impact diagram);
 - o A discussion of the potential and limits regarding the intended objectives;
 - o A review of the information available to, and the understanding of, relevant stakeholders regarding Development Communication and Education.
2. Analyse outputs and outcomes of Austria’s Development Communication and Education. This will involve:
 - o An analysis of the portfolio from 2006–2013, with the aim to present developmental effects (outputs and outcomes) were possible based on the initiatives/organisations selected during the inception phase;
 - o An analysis of the strengths and weaknesses of the funding practice.
3. Present the lessons learned from other donors in the field of Development Communication and Education and permit an international comparison.
4. Formulate recommendations regarding how the area of work/funding system can be improved and further developed.

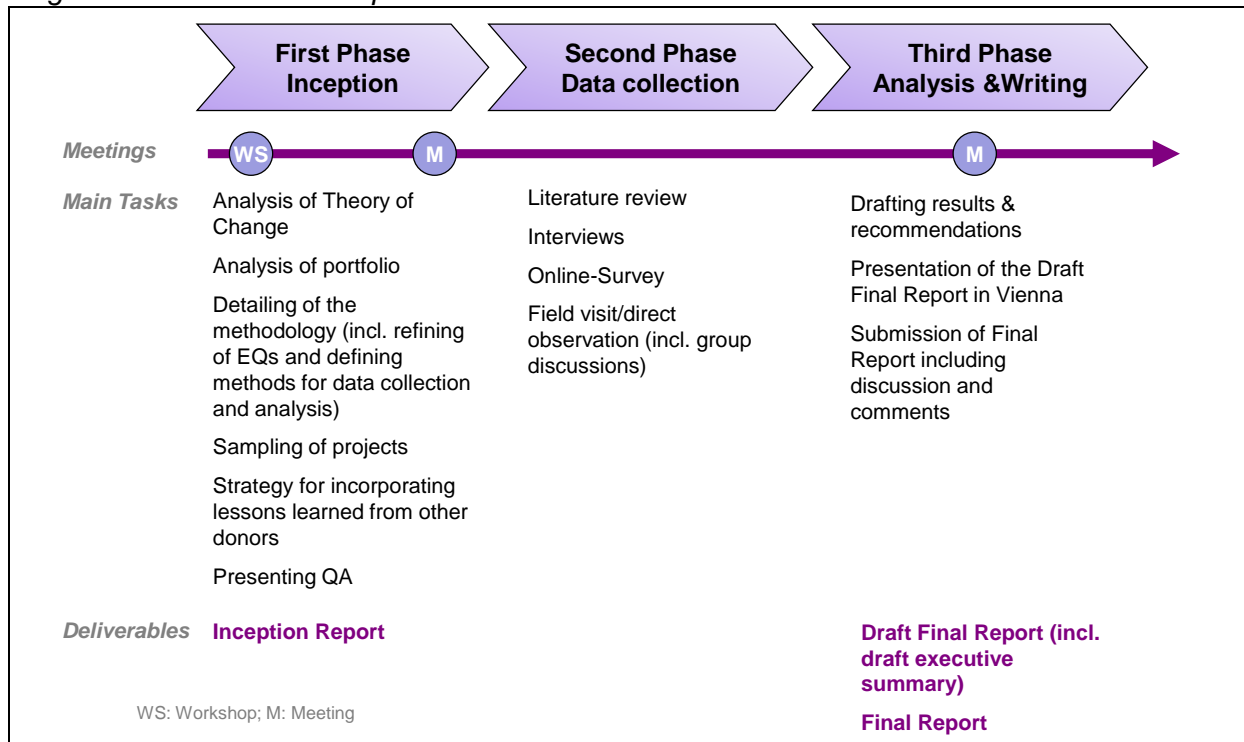
The report consists of the following elements:

1. Section 1 gives an overall introduction to this report.
2. Section 2 describes the evaluation approach and methodology.
3. Section 3 presents the context of Development Communication and Education.
4. Section 4 provides an overview of the portfolio with its main domains.
5. Section 5 presents the Theory of Change (ToC) in the area of Development Communication and Education.
6. Section 6 provides the main findings based on the DAC evaluation criteria.
7. Section 7 describes the challenges faced by the area of work and learning potentials from other EU member states.
8. Section 8 presents the conclusions and recommendations.

2 Evaluation approach and methodology

The evaluation was carried out in accordance with the OECD/DAC Evaluation Quality Standards in order to provide credible and useful evidence to strengthen accountability for development results but also to contribute to learning processes, for improving activities, projects, and structures. The evaluation was conducted in three main phases, as summarised in the figure below. It was managed and supervised by the ADA evaluation unit. The figure also lists the main tasks in each phase, meetings held, and the deliverables for each phase.

Figure 1 Evaluation process



- The **first phase of the evaluation** has been crucial for developing the final approach and the specific methodology of the evaluation. The evaluation team has critically reviewed all relevant strategic and operational documents and prepared the portfolio from 2006–2013 to establish an overview of key issues for the evaluation and to develop a comprehensive understanding of development education and communication in Austria. Moreover, a sampling strategy for the interventions, including the activities and locations that the team focused on during the second phase has been elaborated (see below for further information).
- During the **second phase of the evaluation** the evaluation team has consulted numerous documents (such as ADA policies and guiding documents, annual work programs, minutes of meetings and project documentation for the projects in the sample, but as well relevant evaluation reports) and carried out interviews with relevant stakeholders and partner organisations on the phone and face-to-face in Austria. To capture learning potentials from other EU Member States, interviews with stakeholders in Portugal and Ireland were carried out. Moreover, the evaluation team conducted an online survey which sought to address a wide range of different stakeholders (see below for further information).
- During the **third phase of the evaluation** drafting of the main findings, conclusions and recommendations took place.

The evaluation focused on four levels:

- o **A conceptual level**, which is mainly concerned with how attitudinal and behavioural changes with regard to developmental issues can be brought about in the population. This is related to the general understanding of the subject and the deconstruction of perception of reality in different groups of the society. This theoretical discussion cannot be definitively answered by this evaluation. However, especially in the context of the relevance of the strategy and the challenges, the evaluation points out that there is need for ongoing discussion between the policy makers, implementers, and Civil Society, as well as a need to commit to common formulation and definitions of the subject, but as well of objectives on outcome and impact level – which need to be reviewed regularly. (conclusion and recommendation 1, 2)
- o **An operational level**, which deals with the 'translation' of the conceptual level into guidelines that can provide guidance and orientation for decision-making in the medium-term. This is discussed mainly under relevance, but also under efficiency and effectiveness, impact, and in the portfolio analysis. (conclusion and recommendation 3, 4)
- o **An organisational level**, which deals with the organisational environment in which the Unit responsible for the implementation of the strategy is embedded. This is discussed mainly under efficiency. (conclusion and recommendation 5 and 6)
- o **An administrative level**, which deals with how funds are managed and how resources are used. This is discussed mainly under efficiency, but also under sustainability. (conclusion and recommendation 7, 8, 9)

As a consequence, specific conclusions and recommendations for the four areas were formulated. The report will be presented and discussed with relevant stakeholders in Vienna.

The evaluation used a **mixed-methods approach** to data and information collection. **Data collection methods** were chosen according to sources and used to gather sufficient and appropriate evidence – to allow for analysis and evaluation, lessons learned and conclusions, as well as meaningful contextual knowledge to support useful recommendations to ADA. Data collection methods consisted of document review, semi-structured interviews, online surveys and direct observation.

Data triangulation was ensured by the simultaneous application of different methods and tools in the evaluation process to generate both quantitative (such as the analysis of financial data, online-survey and cross-checking the findings with the study “Perception and Future of the Austrian Development Cooperation (“Wahrnehmung und Zukunft der Österreichischen Entwicklungszusammenarbeit”) which was carried out between November 2013 and January 2014) and qualitative data (emanating from individual interviews, group discussions, review of documentation, survey). Further to that the evaluation team addressed data triangulation through the following:

- Development of a data collection sheet, linking the evidence directly to the respective evaluation questions and sub-questions;
- Application of similar tools applied by all team members during all phases, which enhanced comparability across the fields, e.g. making use of semi-structured interview guides;
- Holding regular meetings with all team members (phone, skype, screen sharing, face-to-face) in order to exchange information and documents, discuss methodological issues and tune them into application of similar methods enhancing comparability, so that the team could absorb and integrate the findings from each previous step.

- Sharing of reports, interviews, key documents and draft reports – a restricted platform was setup for this purpose on Particip’s web-pages.

2.1 Selection of projects for the data collection phase

The following section describes the approach for the sampling of projects in more detail. According to the portfolio analysis and the information provided by EPOL, more than 500 projects have been funded between 2006 and 2013 by ADA. In order to constitute a balanced sample (purposive sample) of interventions and hence ensure a good coverage of the different types of projects and partner organisations, a set of selection criteria (such as timeframe, type of interventions and volume of funding) have been defined. Moreover, the final choice also reflected the knowledge of relevant stakeholders and the evaluation team and the purpose of this study.

The following criteria have been applied:

1) Timeframe: The whole period from 2006 to 2013 is covered and the sample illustrates the entire evaluation period.

2) Type of intervention (related to action fields): For each action field, two or three projects have been selected. It is noteworthy that the intervention type “small projects” - appears only in the first phase 2006–2008, as it ceased in 2008. “Co-financing of EU projects” – appears in the first two phases, but not in the last one, 2012–2013.

3) Volume of funding: The budget size is differentiated in three categories:

- Small: up to 30,000EUR (inclusive),
- Large:- starting with 100,000EUR, and
- Intermediate: between these two categories.

The sample includes projects from the three different categories.

The sample of projects is shown in Table 1; it was looked at in detail during the desk phase. The majority of the projects, i.e. the project partners from this sample were also visited and interviewed during the field phase.² The results of the analysis fed into the answers to the evaluation question, main findings and conclusions and recommendations

Table 1 Selection projects for further analysis – projects for desk analysis

No	Title	Impl. Agency	Ctr Amount (EUR)	Ctr year	Type of review
Education, exchanges, global learning					
1.1	Fair Trade Academy, Zentrum für Aus- und Weiterbildung in Fairem Handel (2397-27/2006)	AG Weltläden	36,000	2006	Desk & field
1.2.	BAOBAB Entwicklungspolitische Bildungs- und Schulstelle, Weltbilder – Medienstelle (KP)	BAOBAB Entwicklungspolitische Bildungs- und Schulstelle	164,970	2007	Desk & field
1.3	Lern-Einsätze 2013 (2397-06/2013)	Kath. Jugendwerk – Dreikönigsaktion	12,000	2012	Desk & field
Campaigns and advocacy					
2.1	Wanderung - Globale Menschen-, Waren- und Kapitalströme (2398-16/2012)	Weltumspannend arbeiten/ÖGB	180,000	2012	Desk & telephone interview

²The list of people interviewed can be found in the annex. In total nine out 12 projects/ project partners were interviewed.

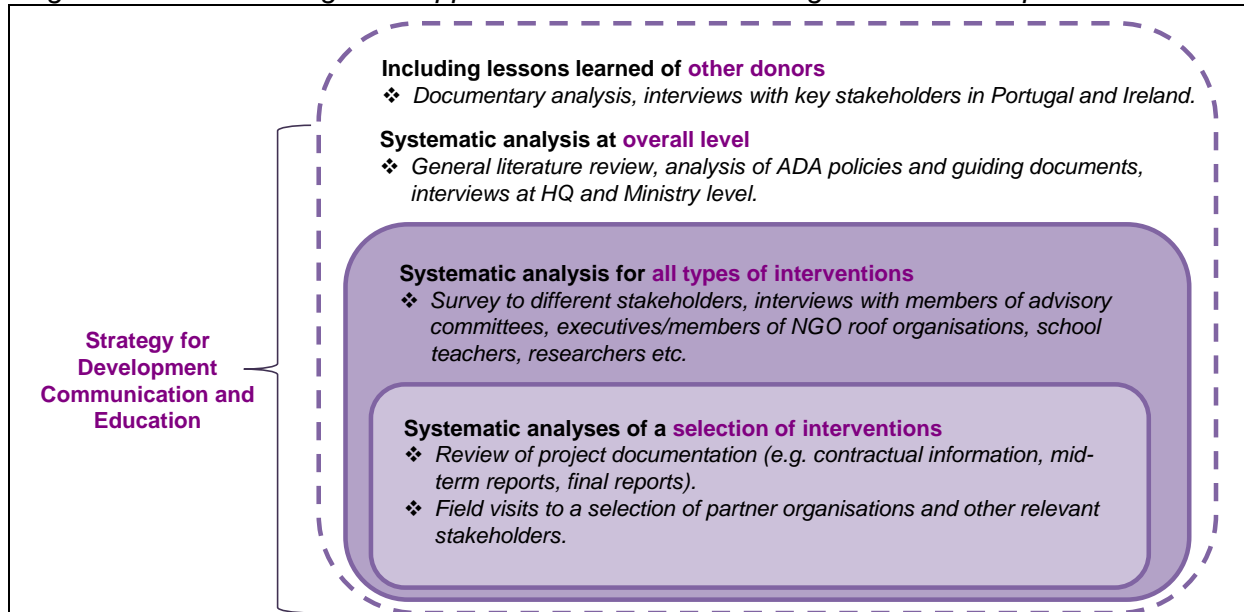
No	Title	Impl. Agency	Ctr Amount (EUR)	Ctr year	Type of review
2.2	Nosso Jogo – Eine Initiative für globales Fair Play (2398-07/2014)	ARGE "Nosso Jogo"	250,000	2013	Desk & field
Culture and audio-visual media					
3.1	Servicestelle Kulturen in Bewegung und KeNaKo Afrika / Fair Play Aktionsprogramm 2010 (2399-01/2009)	Wiener Institut für Internationalen Dialog und Zusammenarbeit (VIDC)	380,000	2009	Desk & field
3.2	One-World-Filmclubs (2399-11/2013)	Standbild – Verein zur Förderung audiovisueller Medienkultur	10,000	2012	Desk
Publications and research					
4.1	Tagung Internationalisierung an Universitäten und Hochschulen. Ein Beitrag zur EZA (2400-05/2009)	ÖAD Österreichischer Austauschdienst	9,200	2008	Desk & field
4.2	Stiftungsprofessur für Internationale Entwicklung (sozial- und kulturwissenschaftliche Entwicklungsforschung) (2400-01/2010)	Universität Wien	720,000	2009	Desk & field
4.3	Bibliothek, Information und Dokumentation 2012-2013 (2400-02/2012)	ÖFSE	1,116,700	2011	Desk & field
Co-financing by Austrian part of EU-wide or multi-country actions					
5.1	Frauenrechte, soziale Einbindung und Medien (2401-18/2011)	Frauensolidarität	46,000	2011	Desk
5.2	Täter nehmt Euch in Acht! – Bewusstseinsbildung, Kapazitätsaufbau und Motivation zu verstärktem Schutz der Kinder vor sexueller Ausbeutung im Tourismus	respect	21,800	2008	Desk & field

2.2 Data collection and analyses

More than 270 documents (such as ADA policies and guiding documents, annual work programs, minutes of meetings and project documentation, and evaluation reports) were consulted, and 62 stakeholders interviewed.³ The figure below illustrates the coverage of funding and application of main tools during the evaluation process.

³ It should be noted that the total number of interviews is higher as some stakeholder were interviewed more than once.

Figure 2 Coverage and application of main tools during the evaluation process



The main activities carried out during the data collection phase were the following:

- **Desk activities** (such as general literature review, analysis of ADA policies and guiding documents) and **interviews** at HQ and Ministry level that were carried out at the **overall level** (covering the whole support in the area of Development Communication and Education in Austria).
- **Including lessons learned from other donors:** For the purpose of presenting the lessons learned from other donors in the field of Development Communication and Education and permit an international comparison, the evaluation team reviewed strategic documentation at overall European level and carried out further in-depth research in Portugal and Ireland.⁴
 - Documentary analysis of key documents (e.g. strategies, guidelines and procedures) and interviews (e.g. with representatives from the Finnish NGDO Platform to the EU (KEHYS) and DEEEP (Developing Europeans' Engagement for the Eradication of Global Poverty) Project Office, CONCORD Europe) at general European level and with respect to the two selected case study countries.
 - Field visit to **Portugal** to conduct interviews with key stakeholders (e.g. Representative of Development Education Unit in the Public Development Cooperation Agency, Instituto Camões, Instituto Marquês de Valle Flor (MVF), Plataforma ONGD, Portuguese representative in DEEEP consortium, Centro de Intervenção para o Desenvolvimento Amílcar Cabral (CIDAC), and Portuguese representative in GENE).
 - Telephone interviews with key stakeholders from **Ireland**. This included interviews with representatives from IDEA (Republic of Ireland) an umbrella organization that networks with and helps build the capacity of CSOs working in development education; Centre for Global Education (Northern Ireland), which was set up in 1986 to train local people on international development

⁴ Reasons for selecting Portugal and Ireland were, amongst others, long period of activity in DEAR, continuing funding by the Portuguese Government, albeit the economic crisis and budget constraints, the Austria-Portugal exchange 2006–2008, strategy and implementation plan and the good access of the evaluation team to key stakeholders in Ireland and Portugal.

issues; and Development perspectives (Republic of Ireland) a CSO that works to a significant degree outside the formal education sector and tries to reach adults and young people in particular and challenges some of the ideas people have about the world around them.

- **Systematic analyses** of information for **all types of interventions** covered by this evaluation. These systematic analyses were mainly related to:
 - A web-survey sent to different stakeholders from the media, different Ministries, ADA staff, political parties, and CSOs like trade unions and the Economic Chambers. For the survey a total of 348 people were contacted.⁵ The main objectives of the survey were to 1) receive a broader picture and a view “from outside”, about perception of development cooperation and global issues, where and how Development Communication and Education is perceived, 2) get a better idea about whether or not/which other communication channels and methods could be used for developing an improved understanding of global relationships. 3) generate a more comprehensive set of quantitative information than would have been available through documents and interviews;
 - Interviews with members of the advisory committees, executives / members of CSO roof organisations, with important actors in Development Communication and Education (such as teacher/school director, researcher, representatives from chamber of economy, from the syndicates, with representatives from regional government, etc.).
- **Systematic analyses of a selection of interventions:** A purposive sample of interventions (see table in the previous section) was established based on a set of selection criteria for the desk phase review (mainly review of project documentation). The majority of the projects, i.e. the project partners from this sample were visited and interviewed during the field phase.⁶ It should be noted that the initial sample was cross-checked and discussed with the Reference Group. The analysis was then based on:
 - Project documentation (e.g. contractual information, mid-term reports, final reports) for the projects in the sample;
 - Field visits which took place between 24/02–28/02/2014 to a selection of partner organisations and other relevant stakeholders, such as CSO roof organisations, a public school, and to regional authorities and projects outside Vienna in Graz.

2.3 Challenges and limitations

During the desk and field phases, the evaluation faced a number of challenges:

- One major challenge in particular but not only related to the assessment of the relevance of the strategy, was to find a clear definition and demarcation of concepts and terms. The box below gives the evaluation team’s work definitions. From assessment of relevant documents and during interviews the evaluation team came

⁵ 136 from Ministries, 107 from Trade Unions, 68 from ADA, 19 Media representatives, 13 from universities/research institutes and five representatives from different parties. The overall response rate amounts to 73 people or 21% with the highest response rate coming from ADA (a total of 26 people/ 38% provided answers). The summarized survey results can be found in the annex. This survey provided information complimentary to a study “*Perception and Future of the Austrian Development Cooperation*”, which was carried out between November 2013 and January 2014.

⁶Further information on the selection of project for the data collection can be found in the following section.

across a not fully harmonized use of a number of key terms (for selected technical terms and definitions, which were mentioned or referred to frequently during the evaluation).

Box 1 Development Communication and Education terminology

Development Communication and Education: From assessment of relevant documents and during interviews the evaluation team came across a not fully harmonized use of a number of key terms. Neither Austria nor in Europe, development communication and education are a clearly defined area of work. The difficulty lies in the variety of notions and concepts of “Development Education” (or related although differently named concepts) that underlie existing DE policies in Europe, practices and funding mechanisms in the EU member states. The term Development Education is used for communication, information and education activities of very different type with very different aims and respective levels of depth. Some of the actors in DE underline the information and PR aspect of DE (building public support for development policy and the fight against poverty) while others explicitly count PR for development co-operation out of the DE concept (e.g. the European DE Consensus). Some stakeholders deem the enhancement of personal skills for a critical and responsible engagement with one’s local community at the centre of DE while others completely ignore this facet of the concept. Unless it is made clear who talks about what when they say “development education” there is a great danger that DE becomes a catch all term for very different kinds of activities. The Austrian strategy reconfirms this

The underlying principle of **subsidiarity** was mentioned several times by stakeholders and in relevant documents. In the evaluation team’s understanding, this principle expresses that the state should only intervene and become active in those fields, for those tasks which cannot be carried out by individuals, groups of stakeholders, or Civil Society. Government bodies should not take over activities which can be carried out by the private sector or Civil Society. It does not define how public funds are transferred to non-state stakeholders, e.g. contracting, funding, financing or co-financing, etc. The procedures for allocation of public funds are laid down in the public procurement law.

In documents reviewed, the term **NGO** (non-governmental organisation) is more and more replaced by the term **CSO** (civil society organisation). The evaluation team refers to the use of terms made by the United Nations, which do not differentiate between NGOs and CSOs, but use the terms similarly for “critical actors in the advancement of universal values around human rights, the environment, labour standards and anti-corruption. As global market integration has advanced, their role has gained particular importance in aligning economic activities with social and environmental priorities”

- The **long time period which had to be covered (2006–2013)**, and the fact that the strategy only existed since 2009, was another challenge. Before 2009 a support programme existed. Through integration of projects from before – and after existence of the strategy into the purposive sample, and through using the same set of questions for all projects and interventions which were further examined, this challenge could be limited: no major difference was detected for projects being implemented before the strategy was in place.
- Another challenge was the **high number and variety of projects and project partners** out of which a sample had to be drawn for more in-depth assessment related to the questions on the efficient and effective use of funds for the implementation of the strategy. The evaluation team has defined a set of selection criteria (such as timeframe, action fields and volume of funding), to ensure information on the different activities and work areas can be collected.
- Identifying people who are not already engaged in Development Communication and Education, was a challenge related to **measuring broader effects of EPOL and**

EPOL partner activities. The evaluation dealt with this challenge through conducting an electronic survey. For the survey, all ADA staff members were asked (not all of them can be considered as part of the “development cooperation community”), and - in addition, important information on the integration of Development Communication and Education (the subject and the responsible Unit) into ADA could be collected. A purposive sample of members of syndicates, of media representatives, of relevant Ministries, and from Universities and political parties was asked. The information gathered through this electronic survey was complemented and triangulated with information collected through the study Perception and Future of the Austrian Development Cooperation (A qualitative and quantitative Study for the Ministry of European and international Affairs) which was published in March 2014.

- During the period under evaluation, after elections and establishment of the new Government, the state budget for 2014/2015 was still under discussion. There were certain **fears and concerns on the side of CSO that budget for Development Communication and Education could be reduced.** These concerns somehow overshadowed some of the evaluation activities, esp. when it came to discussions (in the EPOL Unit as well as with partners) on future plans. Discussions were influenced by concerns on how to “defend” the area of work and to continue ongoing work. In particular, questions regarding efficiency were sometimes perceived as “how to live with less money” questions, which are not constructive with regards to learning and to find (better) ways to act. In response to this, the evaluation team paid a high degree of attention to transparency, to explaining purposes of the evaluation, to announcing visits and interviews through sending questions and roadmaps of interviews well in advance, and it offered cross checking and reconfirmation of notes taken by the evaluators during and after the interviews, while assuring and maintaining the highest degree of confidentiality.

3 Context and background of Development Communication and Education in ADC

The evaluation team defines Development Education and Awareness Raising (DE/AR) as initiatives and activities which disseminate and provide information and deepen understanding of global issues - in particular regarding climate change, migration, but as well on human rights, social justice and peace carried out in formal and non-formal education, through state actors and especially through civil society organisations in the context of political and economic cooperation.

The definition of Development Education and Awareness Raising (DE/AR) varies from country to country. However, DE/AR raising can be discerned from neighbouring areas under the overarching roof of “*global education and consciousness*”:

1. Development education;
2. Human rights education;
3. Education for sustainability;
4. Education for peace and conflict prevention;
5. Intercultural education.

The Development Cooperation Law of 2003 includes Development Education in Austria in the key areas of Development Cooperation. Two areas comprise actions in Austria:

- Education, training and hosting of people from developing countries
- Development-related (“*entwicklungspolitische ...*”) information, education, culture and public relations (Öffentlichkeitsarbeit) activities

With the establishment of the Austrian Development Agency in 2004 (ADA), project management and support of development communication and education projects was moved from KommEnt, who acted on behalf of FMEIA and integrated into ADA (Unit for Development Communication and Education in Austria, EPOL). In 2011, the ADA units “Development Communication and Education” (EPOL) and “NGO Cooperation International” were merged into one department called “Department for Funding Civil Society (FCS)”. This merger was intended to emphasise the important role of civil society actors in development cooperation was emphasized.

ADA’s Strategy “Development Communication and Education in Austria” (2009, updated version 2011 p. 5)⁷ sets out that “*Development communication and education go along with international agreements and issues which form the basis of the Austrian development policy.*” The strategy refers to the two important declarations at the European level:

- In 2005, the Council of the European Union, the European Commission and the European Parliament agreed on a joint declaration on development policy (“European Consensus on Development Policy”). This declaration also refers to the commitment for education and public awareness raising (Chapter 4.3, p. 46/4).
- In 2007, an even wider alliance of Civil Society Organisations, EU institutions, EU member states governments, the Council of European Municipalities and Regions and other relevant organizations drafted the document “The European Consensus on Development – The contribution of Development Education and Awareness Raising” 2007. The aim of DE/AR (p. 4 and 5) is to “*allow all people in Europe throughout their*

⁷ The English version of April 2010 is the translation of the original version in German language, dated 2009. Only the German language version has been updated in 2011.

whole lives to become aware and understand concerns of global development and its relevance for themselves and their environment. People should be put in a position to appreciate their rights and duties as citizens in an interdependent and changing world aiming at more justice and sustainability.”

In paragraph 8, p. 4 of the same document, the significance of DE/AR for increasing public support for development is stressed:

“Both the raising of awareness of development, and development education make significant contributions to increasing public support for development. As important, however, are the contributions made to meeting the needs of the public for critical understanding, skills, and values that enable them to lead fulfilling lives in a changing and interdependent world. Quality awareness raising and education work support the meeting of these needs.”

The most recent document which mentions Development Communication and Education is the current three-year programme for Austrian Development Cooperation (presented to the Council of Ministers on 18 December 2012 for approval). Here, the definition shifts closer to the concept of global learning.

Box 2 *Development education – Global learning*

Development education in Austria fosters awareness in the population. The EU and many of its member states have mainstreamed the notion of global learning in their development and educational systems. Since 2004, Austria has, for example, been engaged in a strategic partnership for global learning in the formal and non-formal education sector in which universities and civil society also play a part. Global learning seeks to help children, youth and adults to gain an understanding of the increasingly complex developments and recognise their own responsibility for global society. Global learning is for us an essential contribution to modern general education, for a more aware and committed population that supports the concerns of development cooperation in an informed way. *Source: Three-year strategy for Austrian Development Cooperation, p.17*

On the European level, the debate is advancing.⁸ From a niche issue, Development Education and Awareness Raising (DE/AR) has grown to become Global Education, but this term is seen by political campaigners as limited to formal and non-formal education systems. Therefore, the new focus and concept is on Global Citizenship – which can be taught and learned, but which reflects active and critical engagement in society, based on rational understanding and shared moral values.

The European Parliament has asked the European Commission, in a declaration of 5 July 2012, to elaborate a long-term, cross-sectoral strategy on development education, awareness raising and global citizenship. Simultaneously, the European Parliament asked the EU Member States to develop their respective national strategies on this subject. The terminology demonstrates that Development Education and Awareness Raising are now being associated with, and extended to Global Citizenship.

Strategically, this opens not only the concept of the Unit for Development Communication and Education in Austria (EPOL) to Global Education, but goes further to Global Citizenship, a concept which allows the promoters:

1. To reach new partners such as UNESCO (which has a line of action “Citizenship Education for the 21st Century”), but also Civil Society organizations around the globe, including developing and transition countries, and trans-national CSOs and pressure groups.
2. To integrate DE/AR concerns into global movements and networks centred on Human Rights and the Environment.

⁸Development Education and Awareness Raising Panel, European Development Days, Brussels, November 2013

3. To associate not only with campaigners and professionals, but also with civil servants in national and UN institutions.

A comment which has been formulated several times since the beginning of the evaluation work is, that it is already a large effort and a big step to produce a national strategy for DE/AR and Global Citizenship in a large stakeholder alliance, but that the following path may be rocky, when it comes to its implementation.

Several examples of countries can be mentioned, where the stakeholders from Government, Civil Society, Social Partners etc. have formulated a common strategy (e.g. Finland, Spain), but, according to stakeholder interviews, its implementation is not advancing accordingly. On the contrary, there are also examples of countries, which do not have a DE/AR strategy, but dispose of a budget for implementing DE/AR activities and have very active public and civil society stakeholders. These are two features that enable them to advance with building conscience and citizenship (e.g. Norway). However, stakeholder interviews confirmed that, in general, a strategy is an important factor to ensure continuity of funding.

Furthermore, ADA staff has actively collaborated on several recent documents regarding global education.⁹

A special ADA Focus Paper, published in May 2013, presents the achievements in the area of Global Learning since the foundation of the “Global Education Network Europe” (GENE) in 2002. The concept of “Global Education” is meant to be larger than “Development Education”, but it limits its scope to education, leaving apart campaigning, advocacy, cultural and media activities.

⁹http://www.coe.int/t/dg4/nscentre/GE/2012_GE_Congress_Report_FINAL_11feb2013.pdf
http://gene.eu/publications/GENE_symposium_final_draft.pdf
http://gene.eu/publications/GENE_HagueConclusions.pdf

4 Overview of portfolio of Development Communication and Education

4.1 Description of the approach taken

The primary source for depicting the ADA financial flows for Development Communication and Education has been reports in the form of an excel file¹⁰, which was provided by ADA. The excel file contained lists of starting, ongoing and finalised projects and corresponding information (e.g. contracting partner, title, starting date, committed and paid amounts) arranged by action field.

The approach to the portfolio analysis followed the following steps:

1. Combining the projects per action field from the different excel sheets into one database and decoding the projects according to action fields;
2. Decoding of other relevant information (e.g. decoding of approval date into year of approval) to allow for systematic analyses;
3. Filtering data (screening data for each sector), categorising and analysing the information by certain characteristics.

4.2 Summary of findings

In total, ADA has contracted about 36 million EUR for Development Communication and Education during the evaluation period (2006–2013).

- 1) Education, Encounters and Global Learning activities have received by far most funding, accounting for nearly half (48 %) of the budget allocations between 2006 and 2013;
- 2) The second-largest area is Research and Publications, which accounted for slightly less than a quarter (24 %) of the total resources;
- 3) Co-financing of EU project proposals with Austrian participation represents just 3 % of the overall budget.

Projects for Development Communication and Education are usually funded by different sources and ADA funding contributes to a budget total per project.

For the three action fields (Education/Global Learning, Science and Publications, Campaigns and Advocacy), ADA provided more than 50% of the funding of the overall project totals, and third party funds range between 7–14%.

In the fourth action field of Culture and Media, third party funds represent a much higher share (around 37%).

Own resources of the organisations vary between 30–40% for the different action fields.

In total the unit cooperates with 155 partner organisations in the different action fields.¹¹ The three biggest organisations consume more than 40% of the contracted amounts. These organisations are:

- 1) Südwind (South Wind), the specialised agency for Development Communication and Education, with 21% (7,643,361 EUR),
- 2) ÖFSE, the Austrian Foundation for Development Research, with 13% (4,551,592 EUR),

¹⁰ADA (2014): Projektlisten EPOL, Report 18 (updated Version 31/03/2014).

¹¹ More detailed information on this can be found under main findings.

- 3) VIDC, the Vienna Institute for International Dialogue and Cooperation, with 7% (2,704,504 EUR),

of the overall multiannual budget for the period 2006 - 2013.

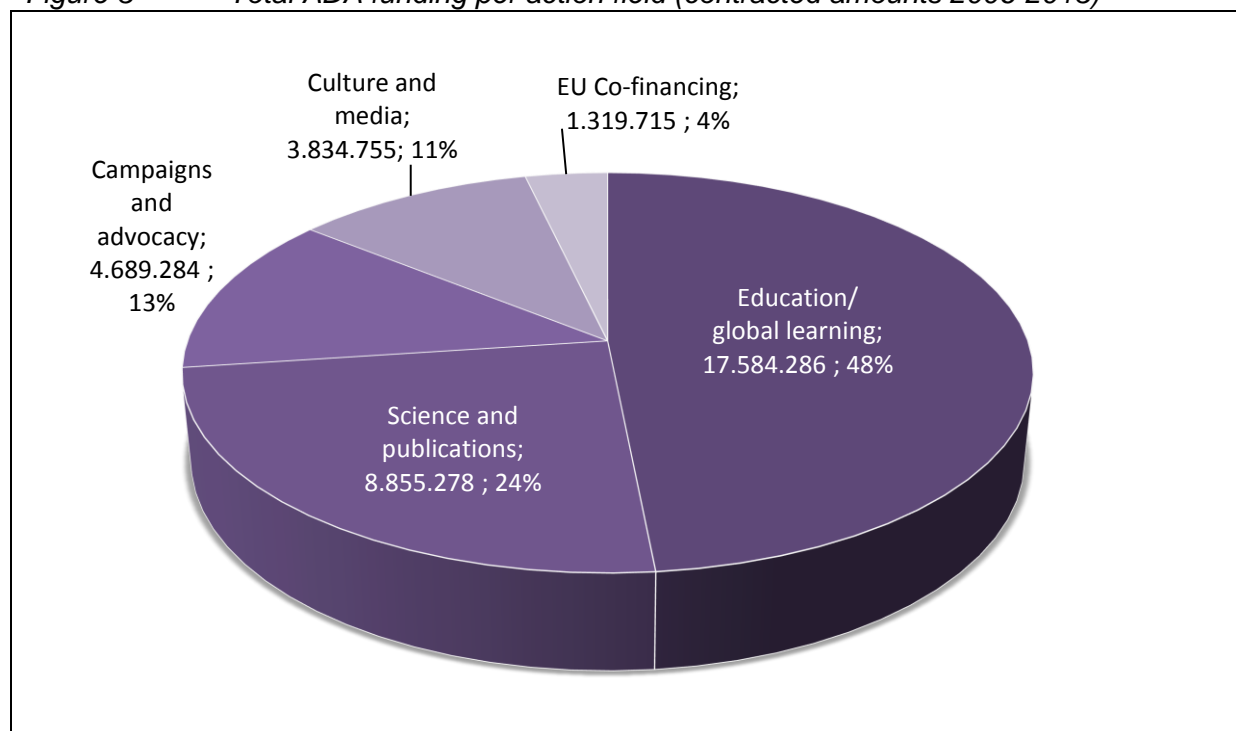
4.2.1 Contracted amounts per action field

The figure below depicts the **total ADA funding per action field (contracted amounts = commitments)**.¹²

- Education, Encounters and Global Learning activities have received by far most funding, accounting for nearly half of the budget allocations between 2006 and 2013;
- The second-largest area is Research and Publications, which accounted for slightly more than a quarter of the total resources;
- Co-financing of EU project proposals with Austrian participation represents just 3 % of the overall budget.

The graph below reflects the total amounts, the budget flow from ADA to individual projects in the five action fields.¹³ However, it does not reflect the real project budget totals, since ADA only contributes to a total budget.

Figure 3 Total ADA funding per action field (contracted amounts 2006-2013)



Source: Portfolio analysis, 2014

4.2.1.1 Education/ global learning

The following graph depicts the evolution of contracted amounts for the action field *education & global learning*. In total, 17,584,286 EUR were contracted for this area during the

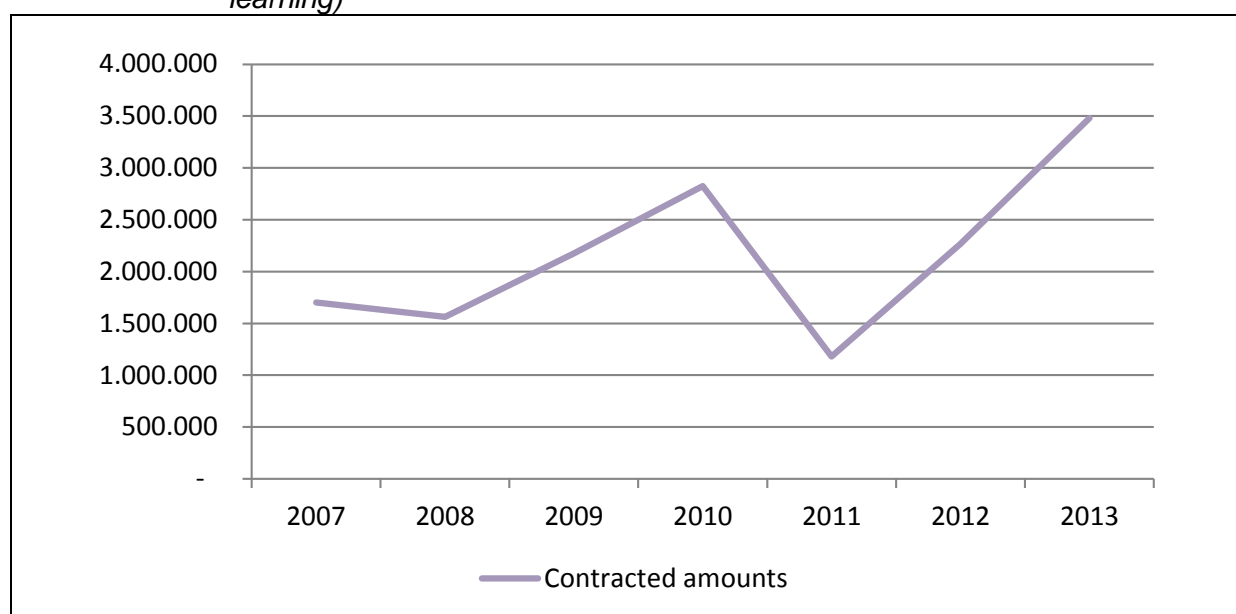
¹² For further information on the extent to which budget allocation reflects the objectives of the strategy, please refer to the section on main findings.

¹³ It should be noted that there might be some overlap between different action fields, as projects can only be accounted to one action field. For example, while *Südwind – Kernfunktionen zu entwicklungspolitischer Bildungs- und Medienarbeit 2013–14* focuses on education and global learning it also contains aspects which could be classified as campaigns and advocacy intervention.

evaluation period. The graph shows a considerable decrease during the years 2007/2008 followed by a sharp increase in 2009 and 2010. The increase can be explained by major approvals¹⁴, some of them take place every two years, more precisely to the launch of two major projects for Südwind *Entwicklungspolitische Bildungs- und Öffentlichkeitsarbeit und Südwind Magazin 2009* (781,300 EUR) and *Entwicklungspolitische Bildungs- und Öffentlichkeitsarbeit und Südwind Magazin 2010–2011* (1.5 million EUR). Another major project for Südwind (*Kernfunktionen zu entwicklungspolitischer Bildungs- und Medienarbeit 2013-14* with 1.522,000 EUR) explains another rise in 2012 to 2013.

Not surprisingly Südwind represents by far the largest partner in this working area with 7,499,689 EUR contracted amounts during the evaluation period. At large distance the organisation is followed by BAOBAB (1,246,079 EUR contracted amounts) and KommEnt (1,205,936 EUR contracted amounts).

Figure 4 Evolution of contracted amounts per contract year (education & global learning)



Source: Portfolio analysis, 2014

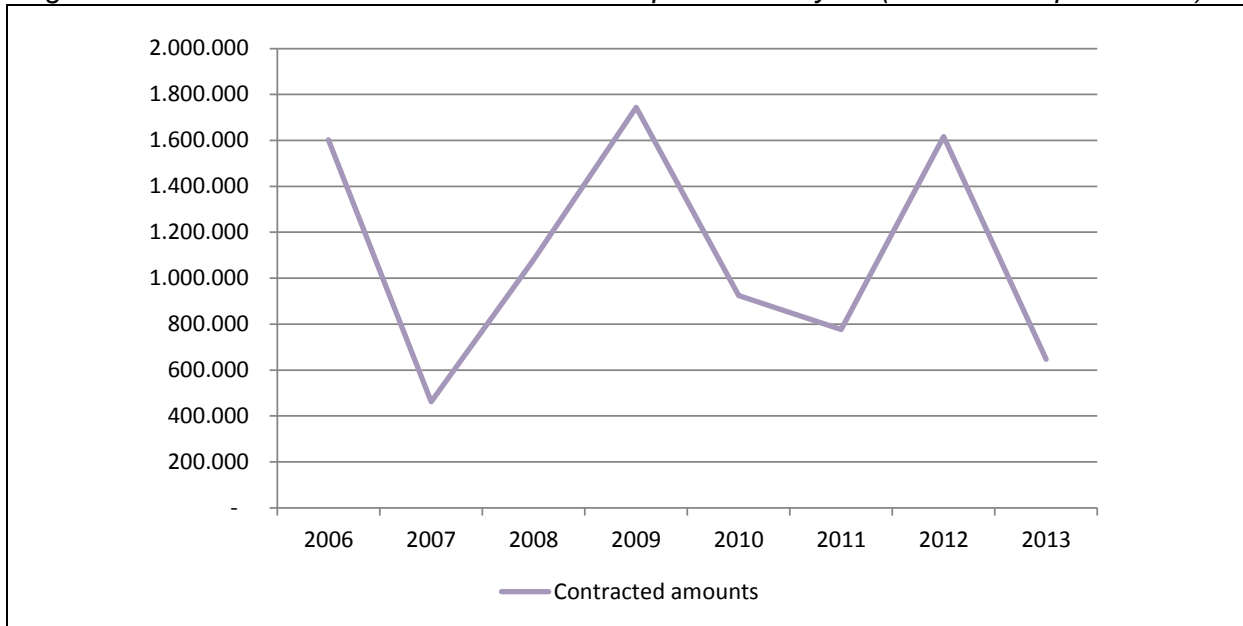
4.2.1.2 Science and publication

In total 8,855,275 EUR were contracted for the action field *science & publication* during the evaluation period. Relatively wide fluctuations with major peaks in 2006, 2009 and 2012 can be observed. The sharp increase corresponds to commitment of major funds for the ÖFSE *Entwicklungspolitische Bibliothek (or Information) und Dokumentation* projects in 2006, 2008, 2009 and 2011. In general, these programmes were running up to two years and received between 500,000 – 1,150,000 EUR.

In total ÖFSE received the biggest share under this working area (with 4,301,742 EUR) followed by the University of Vienna (1,220,000 EUR) and Frauensolidarität (1,074,000 EUR).

¹⁴ Consequently it does not necessarily mean that these amounts have been spent during that year but rather have been distributed over several years or at least two years.

Figure 5 Evolution of contracted amounts per contract year (science and publication)



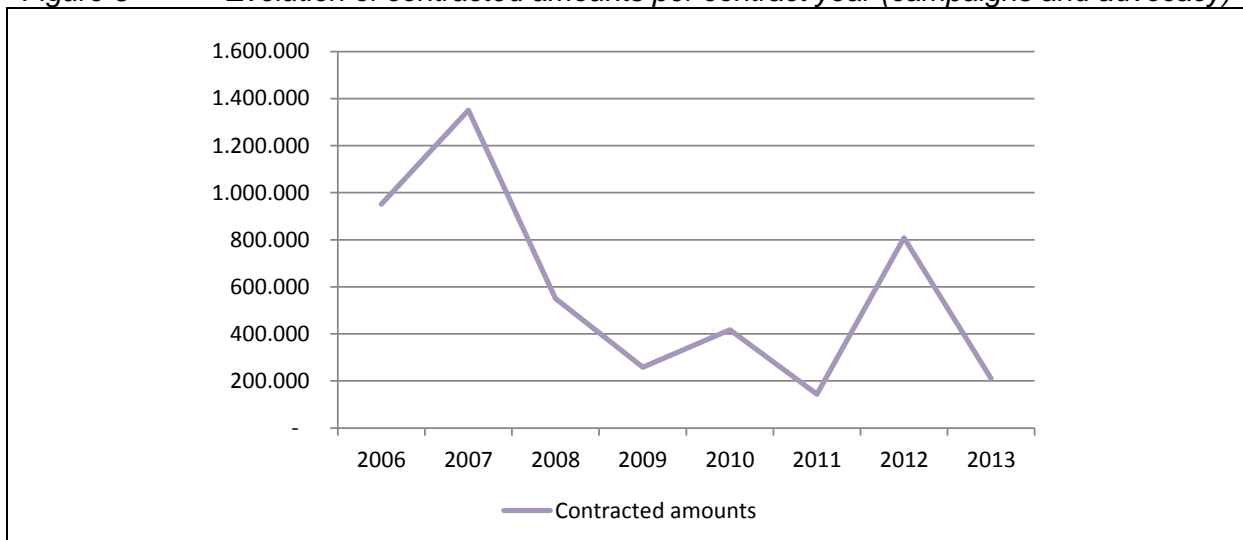
Source: Portfolio analysis, 2014

4.2.1.3 Campaigns and advocacy

Campaigns and advocacy represent the third largest working area with a total of 4,489,284 EUR contracted during the evaluation period. With the exception of the years 2007 and 2012, the contracted amounts remain at a relatively stable level. It should be noted at this place that due to the aforementioned overlap between the different action fields and the challenge that interventions can only be accounted to one action field, the number of projects which contain campaigning and advocacy is likely to be higher than illustrated in the graph below. The rise in 2007 can be explained by funding for the FAIRTRADE Marketingprojekt 2007–2009 with 780,000 EUR contracted amounts. In 2012, several projects with a funding between 130,000 and 180,000 EUR led to the second increase in terms of funding volumes.

In total, 40 partners are active in this working area. Contracted amounts per partner organisation range between 4,000 EUR (Gesellschaft für bedrohte Völker – GfbV) and 1,295,000 EUR (FAIRTRADE Österreich).

Figure 6 Evolution of contracted amounts per contract year (campaigns and advocacy)



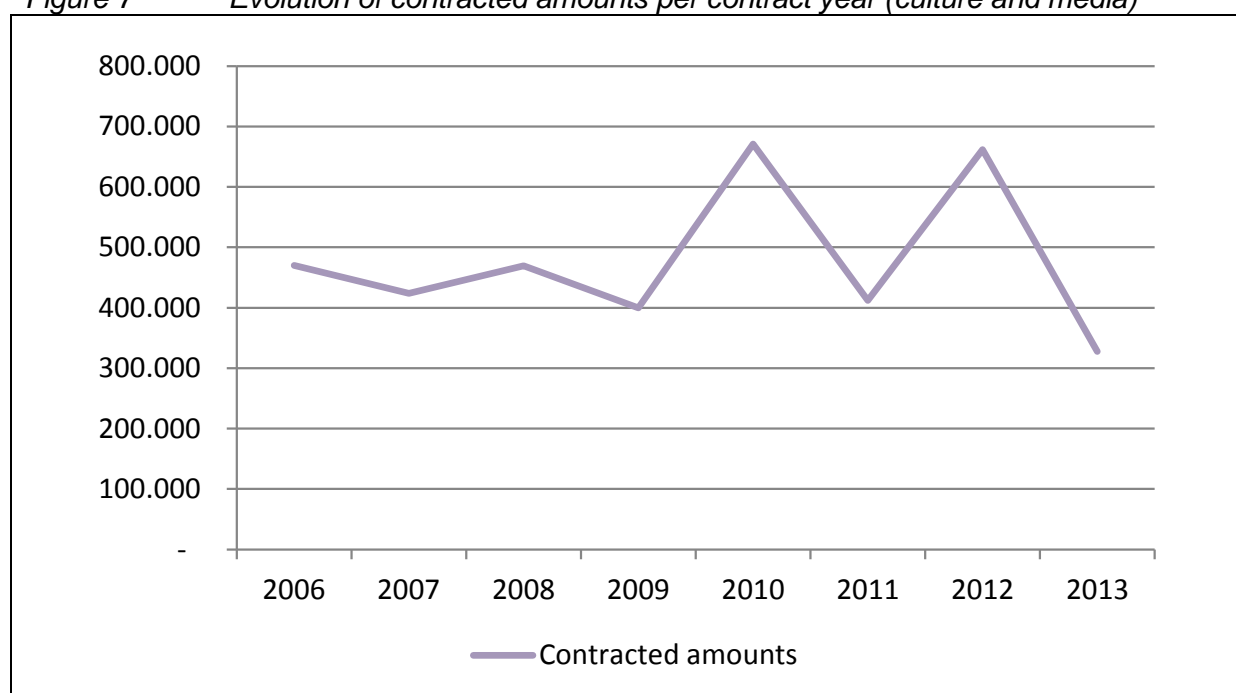
Source: Portfolio analysis, 2014

4.2.1.4 Culture and media

In total 3,834,755 EUR were contracted for culture and media during the evaluation period. Following the graph below, the commitments remained at a relatively stable level for the years 2006–2009. In contrast, relatively large fluctuations can be perceived for the years 2010–2013. The reason for these variations is based on the launch of several projects falling under the main topics (*Themenschwerpunkte*) Ke Nako Afrika due to the football world cup in South Africa, such as *Servicestelle kulturen in bewegung und Ke Nako Afrika 2010* (VIDC, 380,000 EUR), and *AFRIKA-Festwochen Ke Nako Afrika – Afrika jetzt! 2010* (Afrika Vernetzungsplattform/AVP 102,600 EUR). In 2012 another 550,000 EUR were committed to VIDC for the *Servicestelle kulturen in bewegung 2012–2013*, thus leading to the second sharp rise during the evaluation period.

By far, VIDC received most of the funding (with 2,452,605 EUR) under this working area, followed by AVP (322,600 EUR), and Radio Afrika TV (186,000 EUR).

Figure 7 Evolution of contracted amounts per contract year (culture and media)



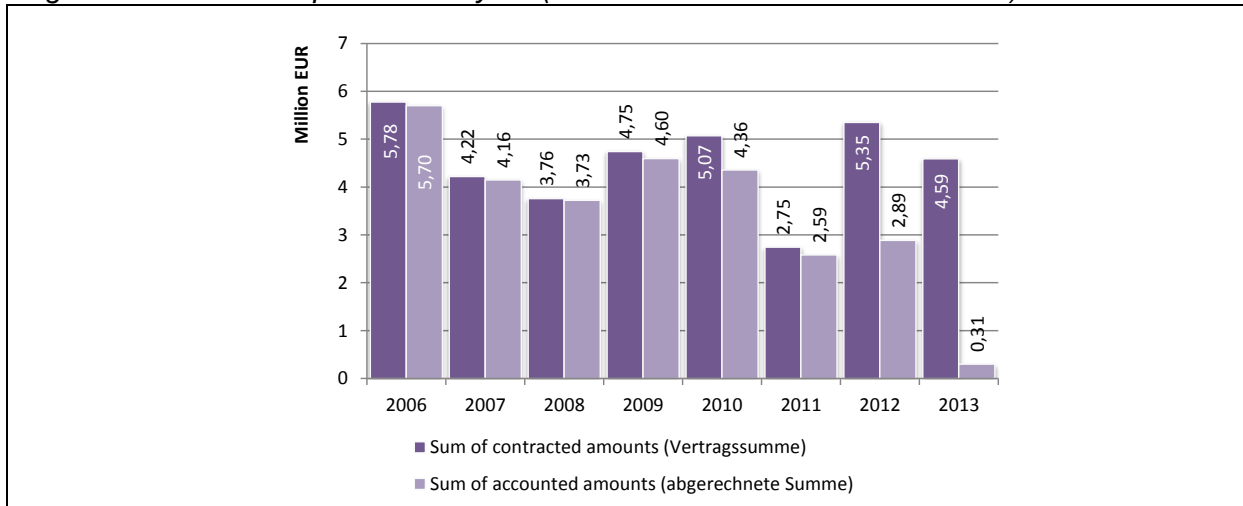
Source: Portfolio analysis, 2014

4.2.2 Contracted amounts per year

According to the graph below, the **commitments per year** show some fluctuations and a cyclical movement. The largest amount was allocated in 2006, 2009, and 2012. The last rise is very likely owing to the fact that a large number of three-year programme packages which ended in 2012 were re-submitted and approved in the same year.

The average ADA funding per year over the whole period of eight years was 4,535,414 EUR and a little less, 4,442,607 EUR, over the last four years since 2010.

Figure 8 Totals per contract year (contracted and accounted amounts)



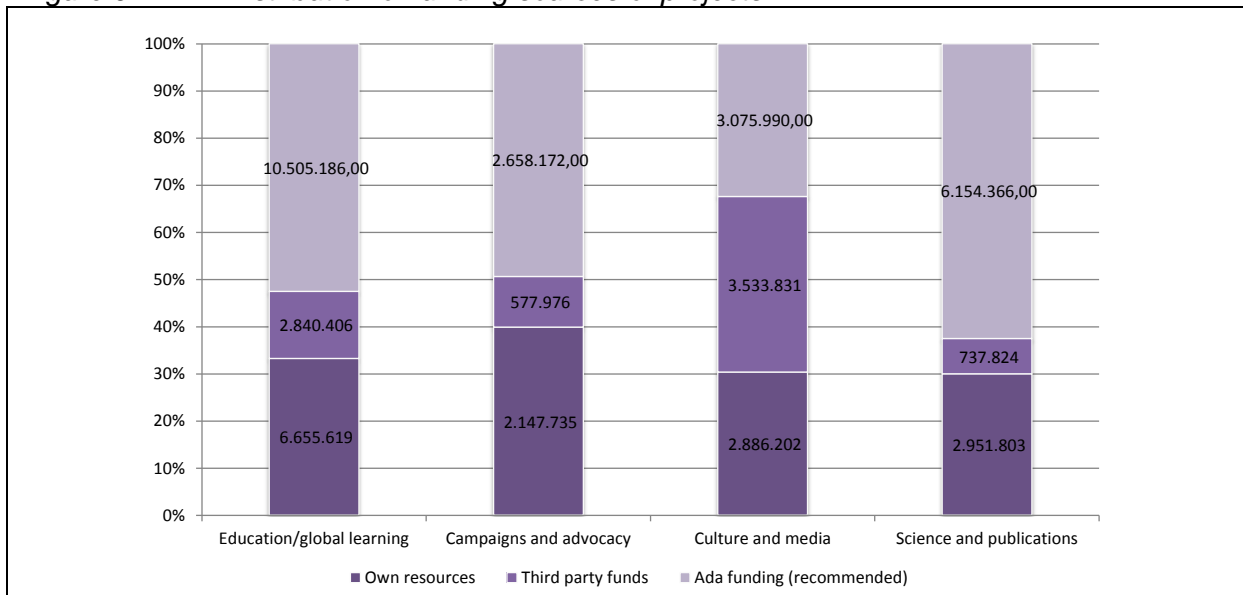
Source: Portfolio analysis, 2014

4.2.3 Distribution of funding sources per action field

The following graph compares the different funding sources of projects under the different action fields. It also illustrates that projects for Development Communication and Education are usually funded by different sources and ADA funding contributes to a budget total.

For three out of the four action fields, ADA provided more than 50% of the funding of the overall project totals. For these three action fields (education/global learning, campaigns and advocacy, and culture and media) third party funds range between 7–14%, while these type of funds represent a much bigger share for projects in the fields of culture and media (around 37%). Own resources vary between 30-40% for the different action fields. Consequently ADA funding leverages between 35-68% additional funding (third party funds or own resources).

Figure 9 Distribution of funding sources of projects¹⁵



Source: Portfolio analysis, 2014

¹⁵ The figures are based on the bi-annual project lists 2006-2013. It should be noted that differences between the bi-annual project lists and the so called report 18 (which includes the actual contracted amounts) exist.

5 Theory of change

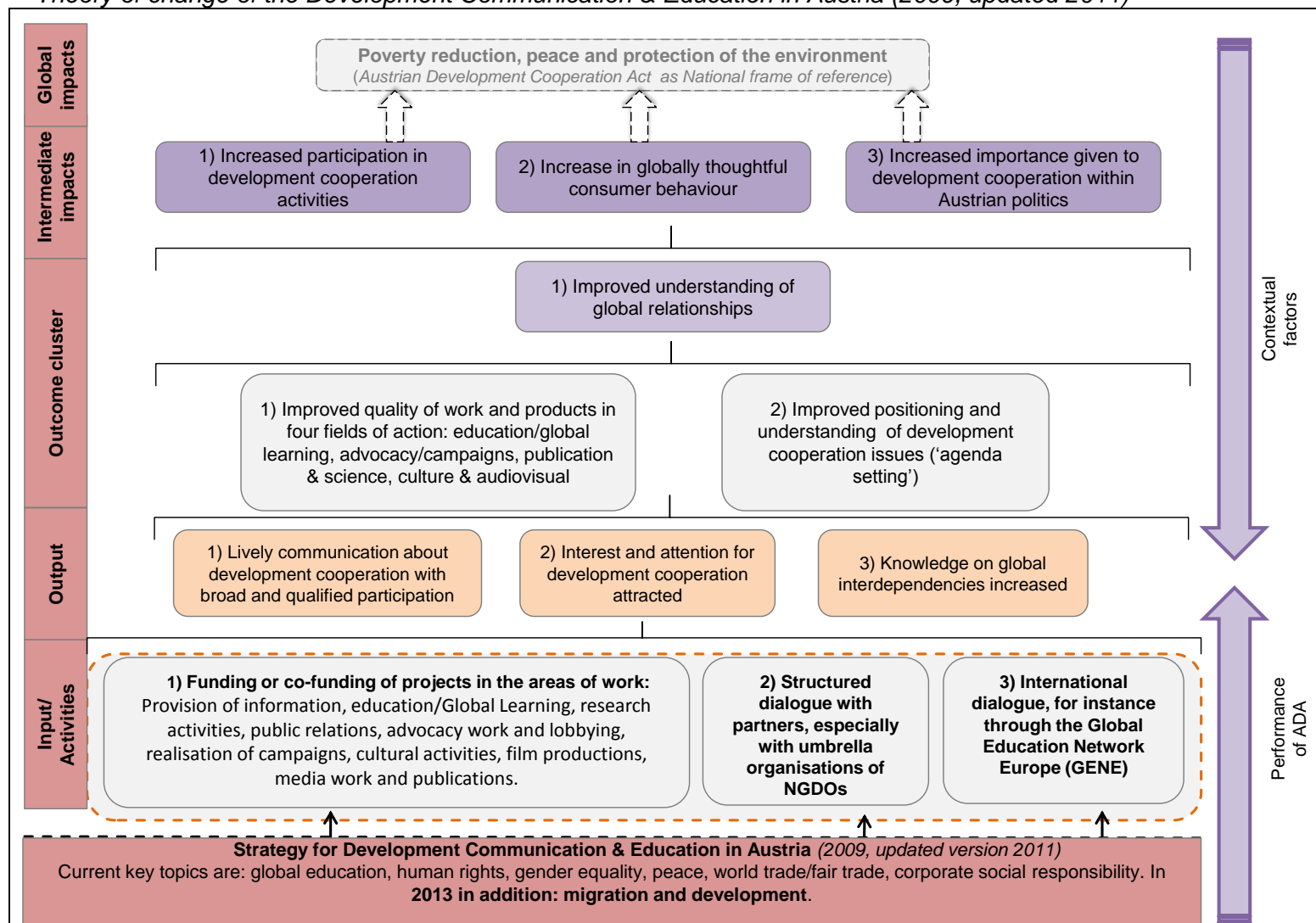
5.1 Overview

This chapter presents the theory of change of the Development Communication and Education strategy 2009 updated 2011. It is a depiction of the program showing what the program is intended to do and what it is to accomplish on different objective levels (“road map”). It is based on a series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes – it represents the intervention logic of the program. Graphically this is presented in the figure below.

As defined by Weiss (1995) a ToC shows “*how and why an initiative works*”. The ToC should thus,

- Facilitate the understanding of the main elements of ADA support to Development Communication and Education in the areas of work.
- Further clarify the outputs and outcomes and translate them into a hierarchy of expected developmental effects.
- Discuss the potential and limits of the intended objectives.

Figure 10 Theory of change of the Development Communication & Education in Austria (2009, updated 2011)



5.2 The different levels of the globally reconstructed theory of change

On the bottom line of the previous graph the current Development Communication and Education strategy represents the basis with the selection of current key topics.

For reconstructing the results chain which is assumed for “Development Communication and Education” and the underlying development hypothesis, the evaluation team referred to the 2009 strategy (which was updated in 2011) and verified it during first discussions with stakeholders. One question raised several times during the first interviews was, whether or not, and the extent to which “Development Communication and Education” should contribute to better positioning of development cooperation issues in public debate (through agenda setting). This is connected to the definition of the subject of Development Communication and Education (as discussed in 3.3.) and the demarcation to PR.

In addition to the key topics mentioned in the strategy the evaluation team has added from the work programme 2013 (“Arbeitsprogramm 2013”) the topic “migration and development” which was the main topic (“Themenschwerpunkt”) for the year 2013. For projects from previous years as well as for the approved projects for 2014 the evaluation team has considered the respective annual main topics (“Themenschwerpunkte”). In the understanding of the evaluation team, they should give orientation to which topics to give priority, when selecting and approving funding requests and proposals.

It should be noted that the reconstructed ToC, is not fully consistent with the work practice of the Unit. In particular inputs in box 1, which include the majority of EPOLs work and absorb the highest share of the budget (funding or co-funding of projects in the four areas of work) are not fully in line with the action fields defined in the strategy (p8, public relation is included here) and with the distribution of work within the Unit and within ADA (distribution of work between EPOL and ÖA).

The fields of action and the expected outcomes are very different – this problem is also reflected in the European debate on development education:

*Table 2 Information/Communication, Advocacy and Development/Global Education: Where They Differ*¹⁶

	Information/ Communication	Advocacy	Development/ Global Education
Rationale	Fill knowledge gaps	Policy change	Change individuals; answer learning needs in an interdependent world
Objective	<ul style="list-style-type: none"> • Transparency, • Accountability, • Gain support for reform, • Corporate communication/ public affairs: image, reputation, credibility, • Contribute to behaviour change. 	<ul style="list-style-type: none"> • Advocacy and campaigning to change policies, • Mobilise citizens to support change and social justice. 	<ul style="list-style-type: none"> • Enable people to live in an interdependent world society and understand social justice
Key focus for the public	To inform	To engage in campaigning and action	To learn.

“In practice, the three approaches — information/communication, advocacy and development education — are interlinked and overlapping: they all influence society towards greater social

¹⁶ Anette Scheunpflug, u. a. OECD Policy Brief 35, Building Public Awareness of Development: Communicators, Educators and Evaluation, 2008):

justice and they all deal with learning. Still, the theories and methods underpinning the approaches differ. For example, the fundamental philosophy of education, including development/global education, is that free individuals must decide for themselves. Public education should offer controversy and multiple perspectives in a neutral, non-ideological manner to enable the individual make his/her own judgment. Yet, campaigning and communication are not bound by this philosophy: campaigning aims to arouse people's enthusiasm for a specific perspective and policy change; development communication aims to inform and raise awareness."

5.2.1 Main stakeholders: target groups and beneficiaries

Based on the strategy the evaluation team has identified the following main stakeholders in the area of Development Communication and Education.

According to the strategy, the **main stakeholders** are the partners for implementation and improvement of Development Communication and Education. ADA is not an implementing agency, but it supports Development Communication and Education activities of various civil society actors: *"different target groups and beneficiaries of civil society actors play an important role in the implementation of the targets, because they are very well positioned in Austrian society and share useful contacts and manifold competencies."* According to this definition – and reflecting the theory of change, these partners have two roles: they are **implementing partners** ("sub-contracted") for achieving the objectives of the strategy AND at the same time they are **direct beneficiaries** of ADA support in the sense that they are supported to further develop their capacity for improving quality of work. The evaluation will have to clearly differentiate between these two different roles civil society actors can play in the context of support to Development Communication and Education.

Other target groups, which are directly addressed through ADA's dialogue activities are *"decision makers, as well as opinion leaders in politics and public administration, education, science and research, culture, media in social areas, the environment, and economy"* – which include as well the representatives and staff of (implementing) partner organisations.

The direct beneficiaries of the activities carried out by ADA partners are *"groups like students and young people including consumers"*. They are receiving the quality outputs produced by ADA partners (typically "better informed multipliers") and – through using them – realise the outcomes ("changed attitude/changed behaviour"), which are – from ADA perspective – already intermediate impacts. The target groups of ADA partners are thus **indirect beneficiaries** of ADA activities.

Final beneficiaries on the level of the global impacts are groups in developing countries – what qualifies the budget of ADA EPOL as **ODA contribution**.

5.2.2 Input level

The ADA unit Development Communication and Education in Austria carries out three types of activities:

1. Funding or co-funding of projects in the areas of work,
2. Structured dialogue with partners, especially with umbrella organisations of national NGOs, and,
3. International dialogue for instance through the Global Education Network Europe).

The highest share of resources go into the first area, which funds activities which are carried out through partners and specialised CSO and academia which design, develop and implement relevant projects and programs.

In the strategy even more activities are mentioned" *provision of information, education/Global Learning, research activities, public relations, advocacy work and lobbying, realisation of*

campaigns, cultural activities, film productions, media work and publications".¹⁷ In the understanding of the evaluation team, this should provide a clear definition which types of activities are funded.

National and international dialogue (activity areas 2 and 3) is accompanying these activities, and is carried out by and/or with direct involvement of the ADA Unit.

5.2.3 Output level

The outputs identified at this level of the intervention logic are based on the following *assumptions*:

- That there is sufficient general public attention given to global topics in general and to development cooperation specifically,
- That this attention is not dominated by other than development cooperation issues,
- The overall level of national and EU funding in these areas remain stable.

Compared to the theory of change which the evaluation team has presented in the technical offer and discussed during the first visit and interviews, the number of direct outputs was reduced – this narrows the corridor to outcome achievements for which ADA can be held directly accountable: ADA/the respective Unit is working primarily through interlocutors, its direct involvement and control is limited to the selection of the most appropriate partners and project proposals (activity area 1) and to the quality of the dialogue (activity areas 2 and 3). However, those activities in activity area 1 which benefit directly partner organisations (mainly capacity development) should be considered separately.

5.2.4 Outcome level

The outcomes identified at this level of the diagram are based on the assumptions, that the international discussion on development cooperation will be further followed and that compliance with European and International agreements (e.g. European Consensus, Lisbon Treaty, Paris Declaration, MDGs and past 2015 initiative, etc.) will be further monitored and supported.

Two major primary effects ("change of attitude/change of behaviour") outcomes should be verifiable and measurable:

Since ADA is working mainly through CSO and academia – it is as well responsible for the selection of these partners and monitoring of their work, and to a minor extent as well for the further development of their capacity – the improved quality of work done by these is the effect ADAs work is aiming at (outcome 1).

The second outcome, related to agenda setting and better positioning of development cooperation issues in the broader public is an effect of the joint efforts of partners and ADA and of ADAs performance in national and international dialogue.

For a better understanding of the results chain, the evaluation team has added an additional outcome level, which expresses the effect which is expected from the addition of outcomes 1 and 2: Improved understanding of global relationships.

5.2.5 Intermediate impacts

The budget of the EPOL Unit is part of Austria's contribution to ODA, which – from definition – has to benefit people in development countries: ODA are "*flows of official financing administered with the promotion of the economic development and welfare of developing countries as the main objective, and which are concessional in character with a grant*

¹⁷Development Communication and Education strategy 2009 updated 2011 (p.6).

element of at least 25% (using a fixed 10% of discount). By convention, ODA flows comprise contributions of donor government agencies, at all levels, to developing countries (“bilateral ODA”) and to multilateral institutions. ODA receipts comprise disbursements by bilateral donors and multilateral institutions.”¹⁸

Given the sustained support and interest of other sectors to development cooperation and global issues, intermediate impacts should become measurable on the level of projects and programs financed by ADA/FMEIA. It is understood that they are not direct outcomes of ADAs work, but of the (improved) quality of work done by the various partners.

5.2.6 Global impacts

The global impacts are very far from both, outcome and intermediate impacts, however it should be verifiable whether and how the thematic areas and annual “Themenschwerpunkte” reflect these:

¹⁸ European Commission, EuropeAid, Manual Project Cycle Management, 2001,

6 Main findings based on DAC evaluation criteria

Generally speaking, EPOL is well-placed in ADA and has a functioning network within Austria. In recent years, the Unit has given important impulses (with regard to both content and organisation) to Austrian CSOs, European CSOs and various relevant forums throughout Europe. Thus, the Unit is visible at both national and international (European) level. Together with partners and CSO roof organisations they and have successfully lobbied the FMEIA for maintaining the budget for the area of work stable. The Unit is part of ADA's organisation and is perceived by EPOL partners as a vital element of Austrian development cooperation.

6.1 Relevance

Under the evaluation criteria "relevance", questions were asked regarding the importance and function of the strategy for main stakeholders.

The team's main findings are related to:

- a) How the subject of "Development Communication and Education" is defined in the strategy for Development Communication and Education in Austria and which short-, medium- and long-term changes are intended. How is this reflected in the operations of the unit and its stakeholders? For the time period previous to the existence of the strategy: can significant changes in priorities, outputs and expected outcomes, action fields, etc. be observed?
- b) How the Unit's short- and medium-term plans and initiatives contribute to the strategy.
- c) The extent to which the strategy provides guidance for the area of work.
- d) How the Unit communicates its subject with FMEIA and within ADA.

The findings are based on EQs 1, 2, 3 and 4.

6.1.1 The subject of "Development Communication and Education" and the validity of the strategy

The Austrian Strategy responds to the lack of clarity in the subject (as mentioned in 3.3) by enumerating a broad range of activities under the "umbrella term" development communication and education: "provision of information, education/Global Learning, research activities, public relations, advocacy work and lobbying, conducting of campaigns, cultural activities, film productions, media work and publications." This vagueness is also reflected in the broad range of aims and target groups listed, and a low selectivity compared to other areas of work. As a consequence, the strategy is not explicitly used as guidance for partners (e.g. not quoted in project documents, partners in interviews do not refer to the strategy).

The four action fields defined in the Strategy for Development Communication and Education in Austria (which are not fully consistent with the "subject of the strategy", i.e. do not cover all the activities mentioned in it) are¹⁹:

- Global education and intercultural dialogue in the field of education;
- Measures of advocacy and lobbying as well as fair trade and campaigns in the field of public relations;
- International encounters and exchanges, and activities of the film industry in the cultural sector;

¹⁹Written by Austrian Development Agency, Helmuth Hartmeyer (editor-in-chief), Vienna, April 2010. In the following text quoted as "strategy".

- Communication via information and communication technology, or via target group oriented media work as well as measures for funding youth research in the field of research and media.²⁰

These action fields have *different time horizons for achieving outcomes and broader impacts, and they aim at different outcomes*. The theory of change, as reconstructed by the evaluation team based on the information provided in the strategy and discussed during the inception phase, does not apply for the four action fields in the same way. The conceptual understanding of education/Global Learning is understood to be less “directive” and is more process- and long-term oriented compared to the more action oriented campaigns and advocacy work.

The target audience for these activities is very broad²¹, but a “top priority is the alignment of target groups like students and young people including consumers.”²²

The evaluation team’s research showed that the “umbrella term” is not fully approved of by all major stakeholders: in particular the question of whether public relations (plus, in the CSO environment, “fund raising”) should be included, has been controversially discussed. This is related to the open ended approach to global education, which does not aim to achieve specific outcomes or influence people towards specific actions (statements like: “should not manipulate”, “should not be used for propaganda” were made by key stakeholders) – which is somehow contradictory to PR work, but also to campaigning. In addition, for some CSO stakeholders the borderline between Humanitarian Aid, or charity work, and development cooperation is not clearly defined.

There is a discussion about a “Code of Conduct” for pictures, photos, stories, portraits, published and used for development communication and education among EPOL partners (mentioned during interviews), which reflects on a more operational level the need and interest of partners to further develop a joint understanding on common subjects.

The action fields related to Development Communication and Education are reflected in the Unit’s internal distribution of work and in project codes for:

- Education/global learning (2397),
- Culture and media (2399),
- Science + publications (2400),
- Campaigns and advocacy (2398).

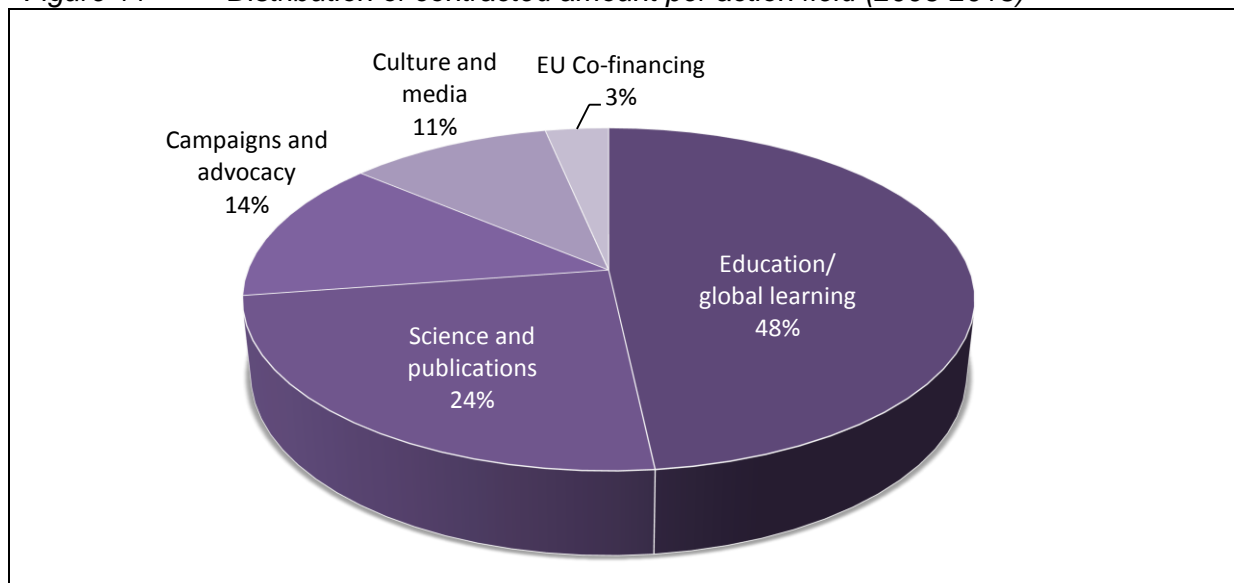
How the overall budget of the Unit is distributed is not fixed in advance, but rather depends on the number and quality of proposals presented. The evaluation reveals that over the years, almost 50% of the overall budget went into education/global learning; if tertiary education is included, then even more than half of the budget. This reflects the point of view of most of the relevant stakeholders interviewed (“education is the most important area of work”) and to some extent responds to the strategy’s directive to give top priority to target groups like students and young people. However, these target groups can also be addressed through campaigns, and culture and media.

²⁰Strategy for Development Communication & Education in Austria (2010), p. 8.

²¹Strategy for Development Communication & Education in Austria (2010), p. 7: „decision makers as well as opinion leaders in politics and public administration, education, science and research, culture, media in social areas, the environment and economy.”

²²Strategy for Development Communication & Education in Austria Strategy (2010), p. 7.

Figure 11 Distribution of contracted amount per action field (2006-2013)



Source: Portfolio analysis, *Particip* 2014

There is evidence from various sources (e.g. several interviews during the field mission) that the formulation of the strategy in 2009 took existing practice as a basis: no significant changes compared to the time before the strategy existed (in terms of distribution of the budget, main partners, types and characteristics of projects funded) could be observed. Equally, the main topics in the annual work programmes of the Unit have not changed significantly (see the following chapter for further information).

The **scope and validity of the strategy** is not clear. By mentioning that “the term strategy is used in an open way, the strategy may also be read as a general outline or concept.” it does not give clear guidance as to the extent to which it is binding.

Box 3 Definitions: strategy – general outline - concept

Strategy: A plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. It includes the art and science of planning and managing resources for their most efficient and effective use.

Outline: An outline is a list arranged to show hierarchical relationships. It is used to present the main points or topics of a given subject, often used as a rough draft or summary of the content of a document.

Concept: Concepts help to define a subject. Adequate definitions usually take the form of a list of features. These features must have two important qualities to provide a comprehensive definition. Features entailed by the definition of a concept must be both necessary and sufficient for membership in the class of things covered by a particular concept.²³

6.1.2 Contribution of the Unit’s short- and medium term plans and initiatives to the strategy

According to interviews with both ADA staff, and EPOL partners, there is no standard procedure in place for identifying and making decisions on the annual main topics. The main topics of the past years were either proposed by FMEIA or by CSOs and/or by ADA. While the lack of procedure increased the flexibility and led to short decision-making processes for identifying new topics, questions and concerns were raised by a number of partners related

²³ Definitions from: Harry P. Hatry, Performance Measurement. Getting Results, Washington 2006

to the timing of the publication of new main topics and their validity. More precisely, during data collection in the field, the evaluation team found that some partners were concerned about the way the annual topic for the current year was decided.²⁴

6.1.3 Communication of the subject to major stakeholders

Expertise on development communication and education is strongly represented in ADA EPOL, and – in absence of own in-house expertise in this field - the FMEIA is making use of EPOLs expertise and contribution in this area of work, e.g. for the sectoral round table on Global Education. Within ADA, there is a high degree of expertise and knowledge on development cooperation, specialized on working with partners in development countries, but there is – apart from EPOL – no expertise on development communication and education. As a consequence, there is a high demand for communication and space for sharing experiences. During the field mission it was mentioned from several stakeholders, especially from interview partners from other ADA Units, that there is a clear demand and readiness for more communication and cooperation with EPOL, FMEIA expects more consultation and exchange with the Unit.

6.1.4 Summary

Overall, the strategy devised by ADA in 2009 (updated in 2011) has been relevant. Activities carried out and supported by EPOL before the drafting of the strategy do not differ significantly from the ones after approval and publication of the strategy. However, there are some caveats regarding definition of the subject, and overall scope and validity of the strategy. Furthermore it does not make completely clear, which areas of work are covered by the strategy, and how short term initiatives are developed.

6.2 Efficiency

Under the evaluation criterion “efficiency”, questions are asked regarding “value for money”, and the costs for creating effects, including management structures and processes.²⁵

The team’s main findings are related to

- a) Project management (carried out by the EPOL Unit), including monitoring aspects (see as well effectiveness, EQ 15), distribution of work.
- b) Advisory and support provided by the Unit to the partners.
- c) Funding instruments, conditions and contractual arrangements with partners.

The findings are based on EQs 5, 6, 7 and 8.

6.2.1 Project management

The Unit, staffed with three professionals, manages an annual budget of 4 million EUR. The number of projects under implementation²⁶ decreased continuously from several hundred during the early years of the period under evaluation, to 100 projects at present.²⁷ Accordingly, each staff member is responsible for monitoring around 33 projects on average.

²⁴In addition to the main topics given in the Unit’s annual work programs, which increased over the years, but then remained in the programme, additional annual topics which have a shorter “lifetime” have *only* been taken up *in some years*. For a list of annual topics, please refer to Annex 7.

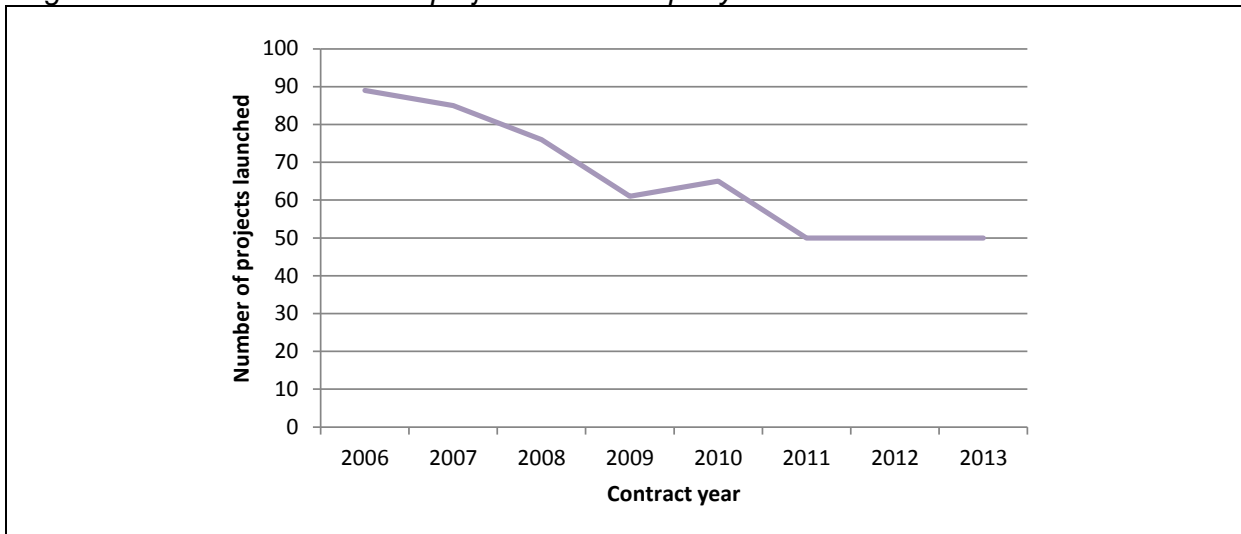
²⁵It should be noted that the team has not evaluated the efficiency of implementation through partners in-depth since this was not part of this evaluation assignment.

²⁶ Projects marked as “in Bindung” in the database.

²⁷ADA (2014): Projektlisten EPOL, Report 18 (updated Version 31/03/2014).

This decrease can also be seen from the number of new contracts concluded per year (depicted in the graph below). While during the year 2006, 89 contracts were concluded, the number decreased to 50 contracts in 2013.

Figure 12 Number of new projects launched per year



The head of the Unit is a recognised expert for Global Education and significantly involved in conceptual and scientific work and discussion on the subject in Austria and within the European Global Education networks. Since 2011, the EPOL unit, together with NGO Cooperation International, forms the ADA department “Funding Civil Society”. The head of the EPOL Unit therefore also became head of the department “Funding Civil Society”, i.e. he has a double role. The Unit NGO- Cooperation International has its own head of Unit.

The workload of the individual staff members is considerable and they work under great time pressure: only annual budget approvals give ultimate security on the funding, which implies delays in funding decisions and also has strong implications on the project management of partners. For projects with longer implementation periods, a high degree of insecurity for the budget of the following year remains.

During the project cycle (related to inputs 1 and 2 in the ToC), EPOL staff members are highly involved in the preparation and notification of calls for proposals, preparation of funding decisions and selection of projects for funding.

Moreover, EPOL staff members monitor the implementation and project progress through reports and progress meetings (once or twice a year) with the project managers of funded projects. It should be noted that the progress and final reports reviewed in the course of the evaluation were rather descriptive and activity oriented (vs. output and outcome oriented, and based on quantitative indicators). Project visits by staff members are exceptional and take place occasionally and on the initiative (and often outside regular working hours) of staff members, who visit events organised by partners in Vienna. Project visits outside Vienna are occasionally undertaken by the head of the Unit.

The monitoring system allows for a high degree of flexibility during implementation, which enables partners to react quickly to changes, or new challenges faced, which is favourable for project success especially in changing environments. It is easy to change or skip activities and to reallocate funds, or to extend the contract period – as long as the original budget is not exceeded (“Umwidmung”). The original proposal does not need to be changed, This suggests that either the original (made in the project proposal) offer is not perceived as being very binding, and / or that the objectives set out therein are very general and not operationalized. As for the last phase of the project cycle, EPOL staff members are consulted when it comes to developing ToRs for project evaluations.

In short, after the funding decision, the EPOL staff's involvement in project management mainly entails the administrative part, verifying proper implementation of activities – and only focuses to a lesser extent on output or outcome monitoring.

In addition to the preparing funding decisions, managing contracts and monitoring projects implemented by partners (which is the main occupation of EPOL staff members), the head of the Unit in particular also contributes to and represents ADA EPOL in national and international research and dialogue on global education and learning (related to inputs 2 and 3 of the ToC), and provides FMEIA with specific expertise.

6.2.2 Advisory services and support provided by the Unit to the partners

EPOL staff members play an important role for the partners, especially during project design and preparation. They communicate, inform and support partners to prepare proposals, facilitate networks and cooperation between partners, and prepare the discussions in the advisory committee meetings. New partners need more guidance compared to experienced partners, especially when it comes to administrative requirements. The amount of time needed to support the preparation of small or large projects is almost the same. The number of small projects has decreased over the last 10 years, as has the number of small partners. The latter may be due to the fact that the freely available parts of the annual budget have diminished, due to multi-year commitments.

In addition to supporting individual projects and partners, the Unit encourages and supports networking between partners, increased cooperation and the use of synergies. One example of this was the merging of the three libraries of ÖFSE, Baobab and Frauensolidarität, later joined by Lateinamerika-Institut on the site of the new C3 – Centre and between KommEnt and the Paolo Freire Institute. These “mergers” resulted in a decrease in funds compared to the total amount provided to the individual organisations before (in the case of KommEnt and Paolo Freire Institute); some partners mentioned that they are afraid that ‘mergers’ are primarily efficiency driven.

Occasionally, along with the AG Globale Verantwortung – Arbeitsgemeinschaft für Entwicklung und humanitäre Hilfe (AGGV), the Unit organises information events on administrative requirements for applicants of ADA funding, which are highly appreciated by CSOs.

It has been confirmed during interviews that all staff members of EPOL possess good knowledge of how CSOs work and think, and have established good relationships with their partners; their strong personal and professional engagement is clearly evident. They are highly committed to the subjects and their areas of work, they take part in events and public discussions on global issues, and contribute to ongoing discussions in the “development cooperation society”. In their own perception they are rather partners, advisers to the CSOs, supporting and helping them to further develop their capacity and their strategies. This perception is re-confirmed by the partners who appreciate being able to discuss constructively and on the same level. However, this spirit of collegiality fades with increasing geographic and organisational distance from Vienna. Organisations in other parts of Austria (e.g. Upper Austria and Tyrol) report to experience rather the financial and administrative side. Because of that, some of them do not feel recognised and accepted as being on the same level (“auf Augenhöhe”).

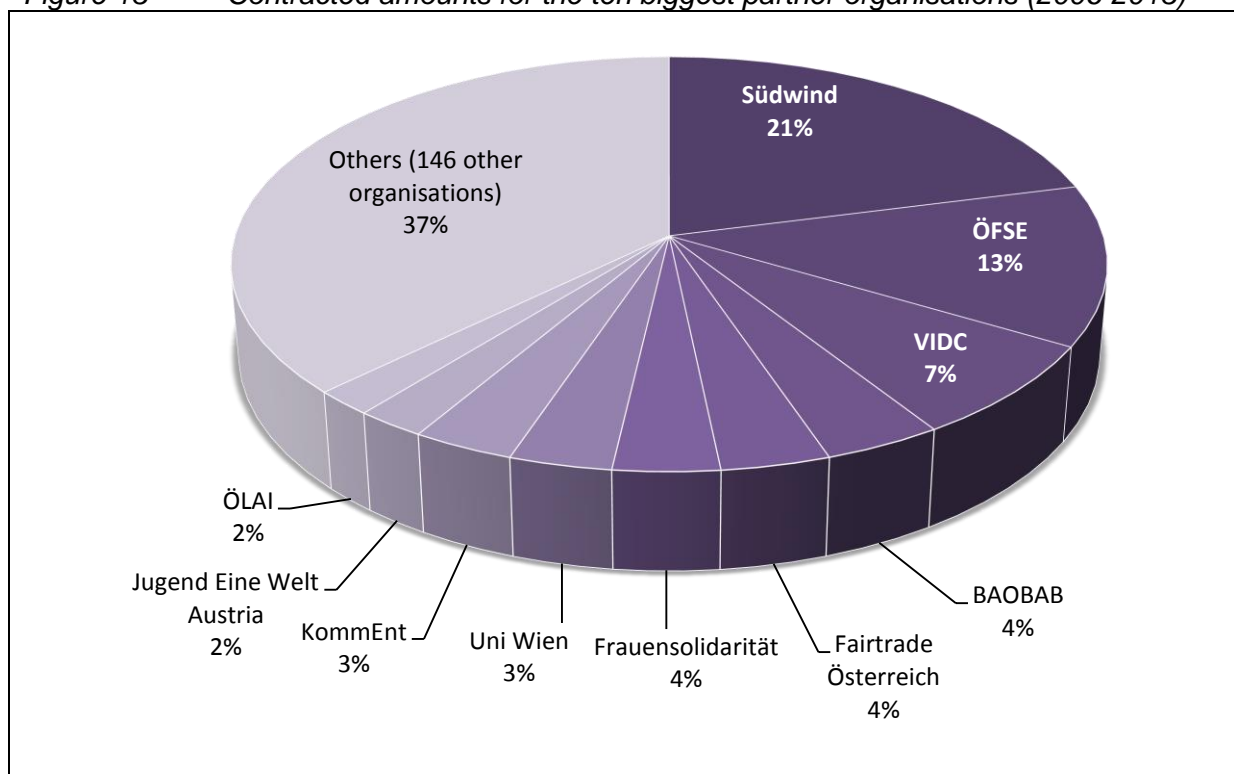
The evaluation team's research on satisfaction with support provided by and further expectations of partners towards the EPOL Unit shows that there is a demand for support with further networking, and facilitation of partnerships. This is particularly important for new players, but also for establishing contact and cooperation with new stakeholders from the private sector.

6.2.3 Funding instruments, conditions and contractual arrangements with partners

The support to activities in the area of Development Communication and Education is organised as “Funding Civil Society”, co-funding projects formulated and promoted by CSOs. Thus, the principle of the “right of initiative” of CSOs applies. This also involves a certain degree of independence from external funding, or at least independence from one individual donor.

Based on documentary analysis and confirmed during interviews, the evaluation team found that, in a few cases (e.g. ÖFSE, projects from VIDC) the principle of co-funding²⁸ is undermined, since CSOs are almost fully dependent on ongoing ADA support. Even though these are only a few cases, it should be noted that a high share of the annual budget goes into ÖFSE, and into the ongoing activities of Südwind, which in fact is rather funding of organisations, and ongoing mechanisms and not project funding (funding of activities with a limited lifetime, with achievable objectives, and to organisations with a critical mass of own resources). In addition, another “type” of dependency occurs when organisations like Südwind are dependent on different types of ADA funding.²⁹

Figure 13 Contracted amounts for the ten biggest partner organisations (2006-2013)



Source: Portfolio analysis, Particip 2014

In total the unit cooperates with 155 partner organisations in the various action fields.³⁰ The figure above illustrates the ten biggest contracting partners in the area of Development

²⁸The co-funding principle implies that a) the right of initiative is on the side of the CSO, b) that it contributes significantly with its own means to the initiative, c) that it would – at least try to – carry out the project even if there are no public funds available. And that the benefits will continue to exist, after project funding ends.

²⁹ “Only thanks to ADA’s regular funding, has Südwind been able to go for EU-wide projects and funding, enabling the organization to double its budget (from 1 million to 2 million EUR, which also bears the risk of discontinuity.” Südwind Evaluierung, p. 22). 1 million out of 2,5 million are from ADA, however, the second million can only be acquired through ADA EU-co-financing.

³⁰ Number retrieved from ADA (2014): Projektlisten EPOL, Report 18 (updated Version 31/03/2014).

Communication and Education. It is noteworthy that the three biggest organisations consume more than 40% of the contracted amounts.

The three largest recipient organisations (“partner organisations“) are:

1. Südwind (South Wind), the specialised agency for Development Communication and Education with branch offices and regional offices in most regions of Austria. Südwind absorbed alone 21% (7,643,361 EUR) of the multiannual 2006–2013 budget.
2. The second largest in terms of ADA funding is ÖFSE, the Austrian Foundation for Development Research, with 13% (4,551,592 EUR) of the multiannual budget 2006–2013. ÖFSE is a centre for information, documentation and research on development issues and its core activities are organized around the C3-Library for Development Policy in Vienna, a joint initiative of ÖFSE with its partners BAOBAB and Frauensolidarität (Women Solidarity).
3. The third largest recipient is VIDC, the Vienna Institute for International Dialogue and Cooperation, which received 7% (2,704,504 EUR) of the multiannual 2006–2013 budget.

In addition, 63% of the budget has been allocated to the ten biggest organisations, while the remaining 146 partners have had to share the remaining 37%. It should also be noted that, overall, and considering inflation, the overall annual budget has actually decreased somewhat. In addition, the number of applicants beyond the 10 major players has been decreasing over the years. The remaining funds (after the operation of the large permanent partners), which have not increased during the whole evaluation period (considering inflation, they have even decreased) are distributed among a decreasing number of applicants³¹.

In all interviews with internal and external stakeholders, the high degree of competition between recipients of ADA funding was emphasised. A significant number of frequent recipients of funds depend on this source of income (in some cases their “survival” depends on these funds).

The limited funds, the lack of other funding sources, along with the fear of further reductions in funding and overall insecurity about available budgets, have created a climate which is not favourable for innovation, open discussion, constructive criticism and cooperation. Additionally, it undermines the advantages of the “right of initiative” principle, and has led to a competition for funds instead of competition in terms of ideas, approaches, options and strategies.

Against this background, understandable concerns have been raised by some partners about the lack of transparency related to the percentages of funds that NGOs have to provide themselves. Some NGOs have to provide 50% or more financing from their own sources, or sources other than ADA (while others can receive up to 90% funding).

Once partners are encouraged to apply for funding by EPOL staff, the application process contrasts positively with the high amount of work, and also costs, involved in EU proposals, where NGOs and CSOs are kept completely in the dark regarding their chances of approval or rejection. Partners report that they are normally fully aware of their chances to receive funds at a relatively early stage of the selection process. Requirements for presentation of proposals are less strict compared to EU requirements. However, due to lengthy budget approval processes, first payments are often delayed and only made after the project has started. Consequently, applicant organisations have to pre-finance activities, sometimes for several months. As a result, they need to have stable resources of their own and/or other resources at their disposal.

³¹The number of new contracts constantly decreased from 110 in 2006 to 36 in 2013. That means on the one hand increased efficiency, but at the same time a further limited access to funds for new partners.

In relation to the funding process, it is also important to stress that annual funding decisions also create problems for follow-up projects, where payment gaps (together with a weak financial basis) can lead to partners having to dismiss professional staff who will not come back once the funds arrive. This is a further obstacle for newcomers and small organisations which do often not (yet) have the organisational and financial capacity to bridge such gaps.

Interviews during the data collection phase revealed that partners have some concerns regarding short-term decision-making and short time horizons in terms of the validity of main topics. More precisely, project partners felt that they do not have sufficient time to take them up and translate them into project ideas. Moreover, time for project design, preparation and internal planning is very short, which leads to limited possibilities for proper planning. In particular for projects planned within networks and with a fixed end date (such as the Nosso Jogo Campaign), this can result in reduced efficiency and effectiveness: organisational structures have to be developed and consolidated well in advance, and follow-up measures also have to be planned far enough ahead.

In relation to the big (in terms of funding), professional, and frequent partners (such as ÖFSE, VIDC and Südwind) it is noteworthy that these organisations are working under different contractual arrangements with different ADA departments and units. The evaluation team was advised that in a number of cases partner organisations:

- Work under service contracts for ADA,
- Are recipients of co-funding under the NGO co-funding (for EC projects) budget line,
- Apply for funding of projects under different EPOL areas of work, or
- Apply at the same time individually for funding and in association with others.

For instance, for Südwind, the evaluation team was informed that between 2006 and 2013 more than 80 contracts (with an overall amount of more than EUR 10 Million) were signed. In addition to this, Südwind e.g. entered into a service contract with the ADA Unit for Information and Communication in 2013, for the delivery of workshops on development cooperation to schools. According to the Südwind evaluation report, this type of workshop was funded through EPOL until 2008. Funding was subsequently stopped due to critical remarks on effectiveness. The overall volume of Südwind projects funded through ADA (not differentiated between EPOL and the ADA Unit for Information and Communication) is given as EUR 1 Million every year (since 2008). It is still not clear to the evaluation team, how to distinguish between the financing and funding of partner activities.

For many projects, such as BAOBAB, a very significant amount of their communication budgets is allocated to information and communication media, much of which involves traditional (and expensive) distribution channels: e.g. BAOBAB sends out 13,000 printed copies. The use of new (and preferably cheaper) communication channels is both an efficiency and effectiveness issue: Since 2006, and even since the development of the Strategy in 2009, the way in which information is disseminated and accessed has dramatically changed. Based on interviews during the data collection phase and the results from the survey, it appears that the classical print media, brochures, calendars, and even radio and TV or movies, are no longer as dominant (especially for younger generations) as they used to be. Teachers download material for school from YouTube rather than going to the library; internet is used by the majority of the population and social networks (such as Twitter, Facebook, etc.) are gaining increasing relevance. The variety of media and channels/opportunities to reach especially new target groups has become much broader.

This is widely discussed and agreed upon among ADA partners – nonetheless more initiatives could be tried. For example if BAOBAB were to switch to an online version of their newsletter, it could be made available at much less cost, especially as a relatively small number of their subscribers use the service. In Ireland, the Centre for Global Education found that 90,000 people accessed their journal last year after they took it online, saving significant amounts of money.

6.2.4 Summary

In sum, it can be stated that:

- Involvement (substantive involvement as well as administrative involvement) of the unit staff in decision-making on projects and project preparation by partners is high. It decreases during the project cycle, and becomes more and more administrative.
- Relationships between EPOL staff and partners are good, supportive and collegial.
- Funding instruments, conditions and contractual agreements vary and are questioned by partners.
- Available funds have decreased over the years, and access to funds for new partners has become more difficult.
- There is a lack of transparency related to different types of contractual arrangements with partners.

6.3 Effectiveness

Under the evaluation criterion “effectiveness” questions are asked regarding the achievement of objectives, and whether the instruments are the most appropriate for achieving the objectives.

The team’s main findings are related to

- a) The degree to which the target groups and the broader public are reached by ADA funded projects and which cooperation beyond the development sector have been envisaged.
- b) The advantages and disadvantages related to the structure and duration of projects.
- c) The use of the advisory committees.
- d) The Unit’s integration into ADA.
- e) The M&E systems.
- f) Use of potentials and ongoing learning, networks and communication and cooperation with internal and external partners.

The findings are based on EQs 9, 10, 11, 12, 13, 14, 15, 16 and 17.

6.3.1 Reaching target groups

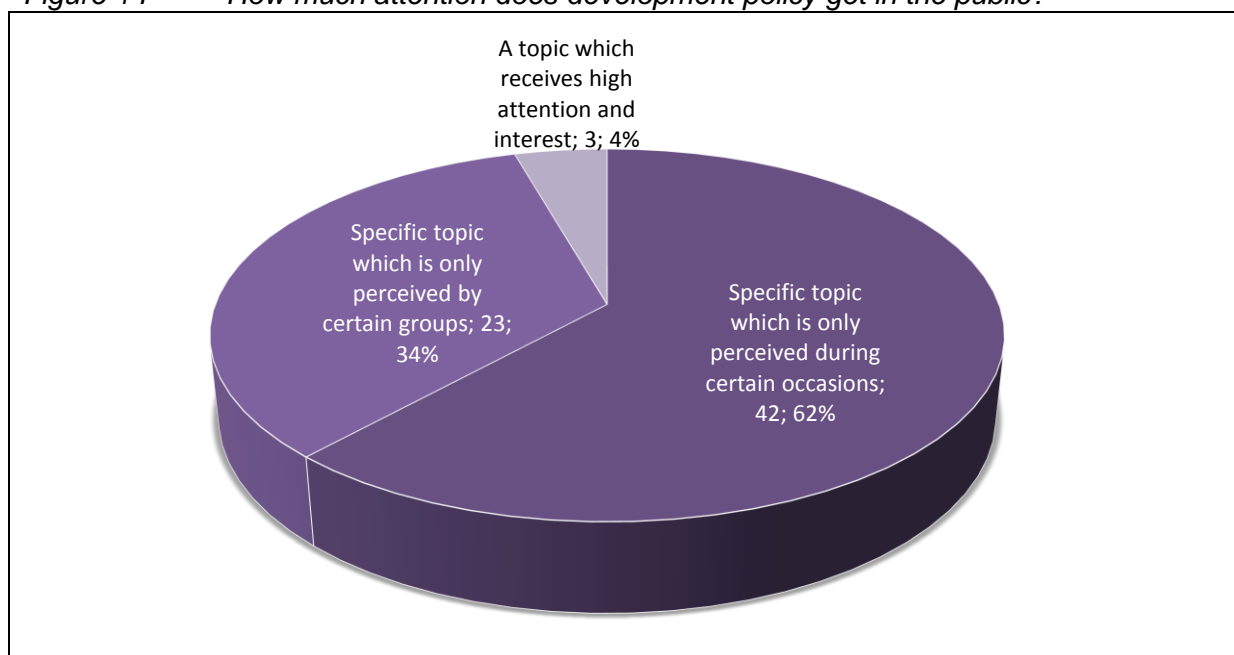
The evaluation team is aware of the fact that the different areas of work are supposed to have different effects in terms of quality and quantity for reaching target groups.

Almost all stakeholders interviewed mentioned that the knowledge base on development cooperation and global dependencies in Austria is – despite a high interest and readiness to “help”³² – still marginal. It is a “niche topic”, even though the occasions such as the international financial crisis or climate change draw more attention to global dependencies. This finding was also confirmed by the electronic survey, where more than 34% of the respondents indicate that development cooperation and global dependencies are topics for specific groups, and more than 60% indicate that these topics are only perceived selectively³³.

³²Which is indicated by the high amounts of donations which are collected from churches, e.g.

³³This feedback is in line with the results of a representative study on “Perception and Future of Austrian Development Cooperation”, commissioned by the FMEIA, published in March 2014, where 31% of the population believe that these are topics of interest for specific groups. In the electronic survey as well as in the representative study, the evaluation team found even lower ratings for the visibility of ADA funded activities.

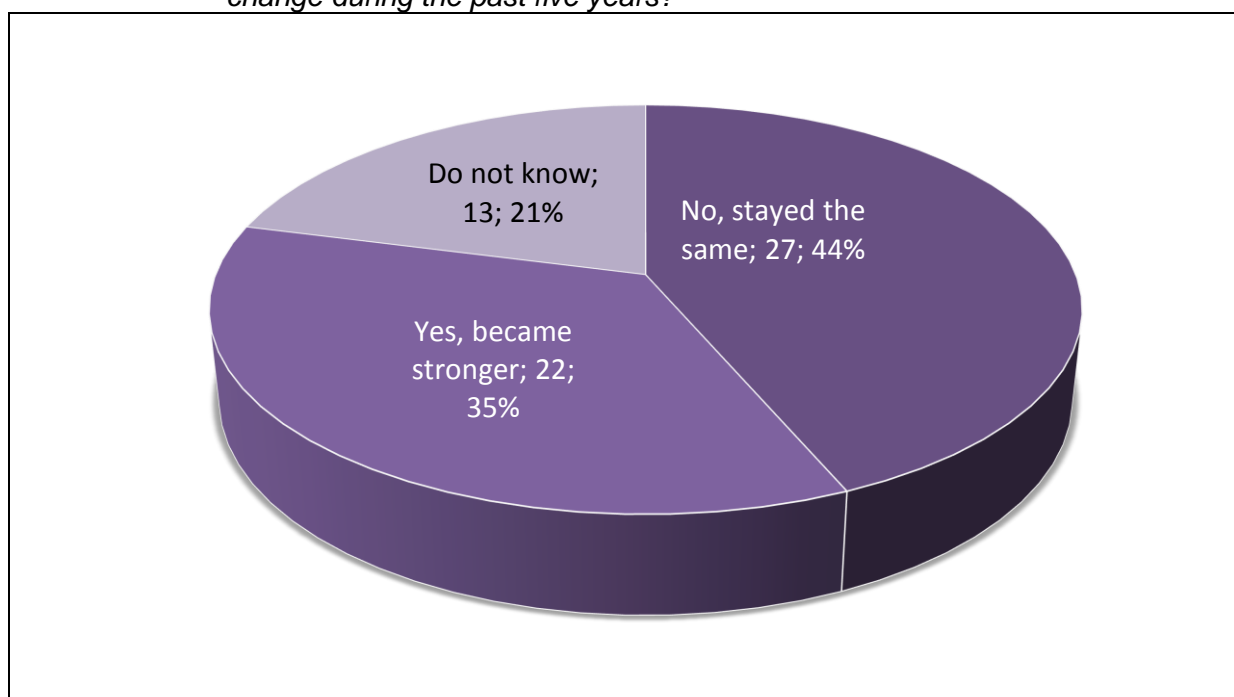
Figure 14 How much attention does development policy get in the public?



Source: Survey on Development Communication and Education, Particip 2014

Taking into consideration the long-term nature of mind-altering processes, it cannot be expected that these positions change drastically in short time periods.

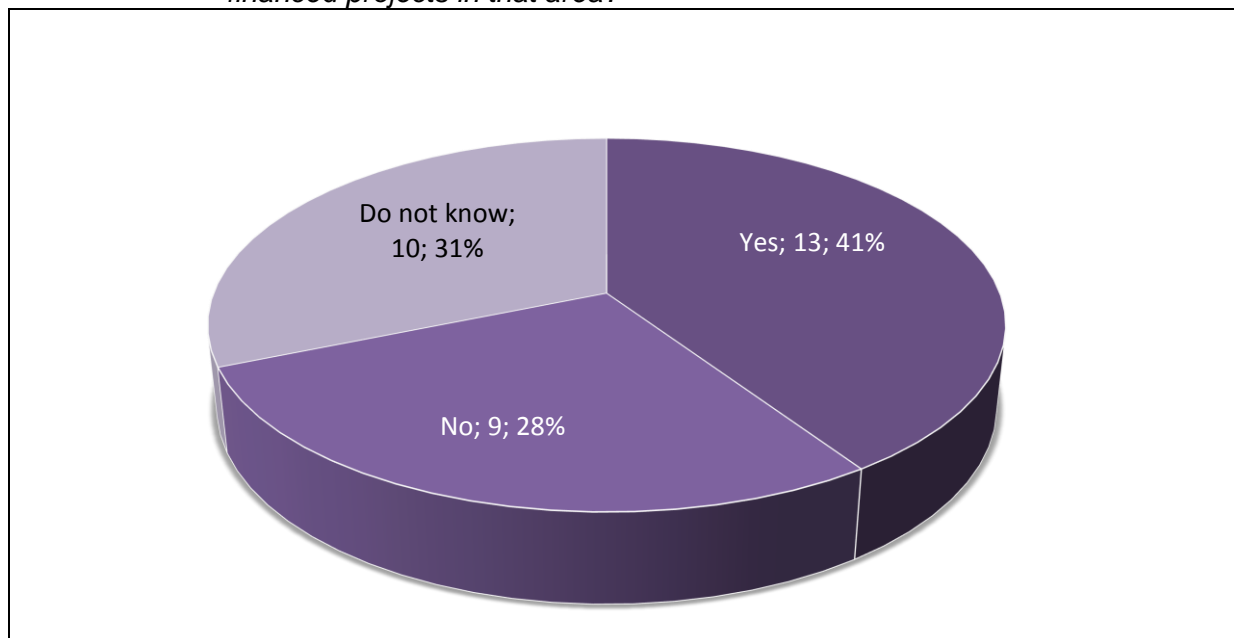
Figure 15 Did the interest for development policy and global questions and relationships change during the past five years?



Source: Survey on Development Communication and Education, Particip 2014

However, based on the results of the survey, 41% think that increased interest in global issues is due to Development Communication and Education activities³⁴. While improvements become more and more visible, a critical mass still needs to be reached.

Figure 16 Do you believe the changes are related to the activities supported by ADA financed projects in that area?



Source: Survey on Development Communication and Education, Particip 2014

Looking at the connection between the name of the department within which the EPOL unit operates “Funding Civil Society” and how this reflects the preferred funding system through CSOs, the evaluation team found that this was not questioned by anybody. On the contrary, it was considered to be successful and in line with good practices in other EU Member States (MS). Compared to state agencies, CSOs are closer to target groups and they have specific expertise in the different areas of work. This was confirmed both by all the interview partners and all the strategic documents. Moreover, CSOs reinforce and integrate voluntary work which cannot be mobilised by a state agency and which contributes to efficiency and effectiveness.

The preferred funding of activities which address multipliers (e.g. schools in general, professors and teachers) has been found to be successful as opposed to solely working with students. Objective achievement and success stories are reported by all partners interviewed and in most documents reviewed. However, often this success cannot be completely verified: the results chain e.g. from teacher trainers to teacher further training/in-service training to teachers to students, or tourism experts – tour operators – tourists is long and from step to step more difficult to measure.

There is however scope for improving the effectiveness of EPOL’s work and also EPOL’s partners’ work by going beyond its traditional target groups. The strategy lists a high number of potential target groups: “decision makers, as well as opinion leaders in politics and public administration, education, science and research, culture, media in social areas, the environment and economy” which are already targeted. Yet it prioritizes “the alignment of target groups like students and young people including consumers.” and allows for further

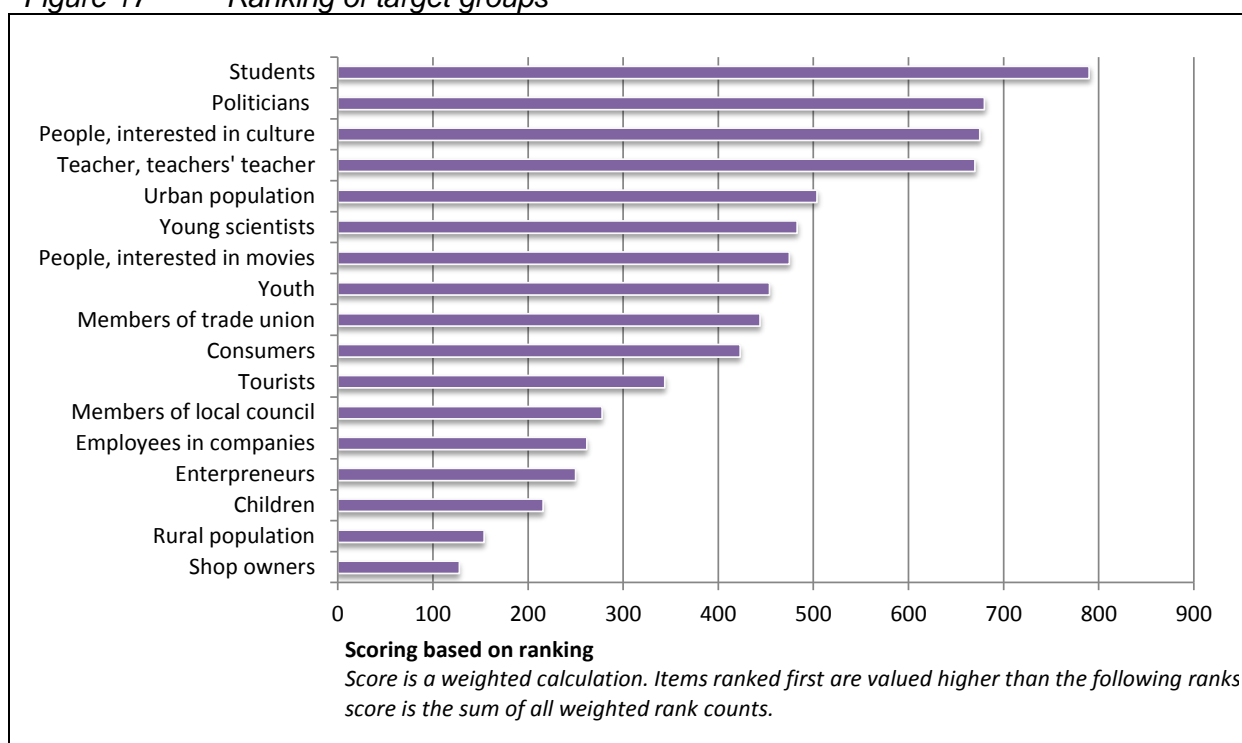
³⁴This corresponds as well with statements in the representative study which contrasts e.g. that 63% of the population think development cooperation is important, but only 17% have heard of it, have more information on it.

“enlargement of target groups” if it can “be justified as project related”. (Strategy, p. 7) In a number of interviews carried out by the evaluation team, there was mention of “*frequently only reaching the usual suspects*” – and of the difficulty e.g. in reaching the less educated youth (“*bildungsferne Jugendliche*”), non-academic consumers, or children and retiree (which can be classified as sub-groups of the priority groups mentioned above).

This is reconfirmed by findings from the evaluation’s survey (but also in the representative study carried out by the FMEIA), which showed that EPOL activities are still more directed towards and reach the traditional EPOL target groups, which already have an academic background, are interested in culture in general and live in an urban environment.

The following graph shows the extent to which respondents to the survey believed that target groups are reached by EPOL activities based on their own assessment and perception. Participants in the survey provided a ranking for a number of target groups. Not surprisingly, students represent the target group which participants in the survey felt are the most reached target group, followed by politicians and people, interested in culture.

Figure 17 Ranking of target groups



Source: Survey on Development Communication and Education, Particip 2014

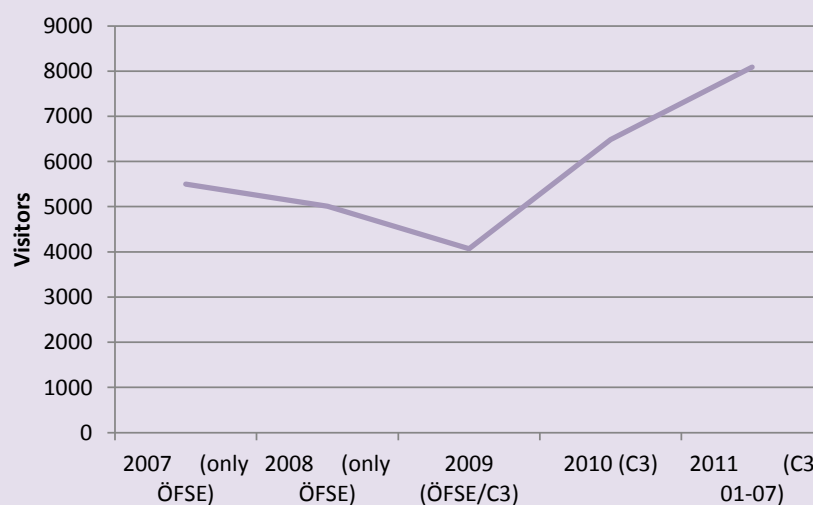
The box below gives examples of target groups reached along with some absolute figures about people reached within different target groups. For both sustainability and effectiveness it can be crucial, to reach a critical mass within a target group so that opinions can spread and be shared by enough people to have an effect on the broader group.

Box 4 Examples of target groups reached by specific projects

The examples below illustrate the diversity of target groups for three different organisations:

- **ÖFSE** – With approximately 60,000 books available, ÖFSE represents the most comprehensive library specialised in development policy. With regards to the library, and the information and documentation centres, the numbers of visitors and of borrowed books increased by 50% between 2008 and 2012. The figure depicts the number of visitors at ÖFSE/C3 during 2007–2011, based on the project document 2400-02/2012.

Figure 18 Number of visitors 2007-2011 ÖFSE/C3



Moreover it was reported that around 160,000 visitors accessed OEFSE.at, eza.at and centrum3.at in 2010.³⁵ Other figures taken from the ÖFSE's interim report (1.12.2012 to 31.12.2013) show: "During the reference period, the C3-library for development policy was visited by 11,294 persons, 17,241 documents were borrowed and 1,255 persons participated in tours and trainings organised by the C3-library."³⁶

- **Südwind:** A total of approx. 16,000 people are reached every year by Südwind's educational offers. These include participants in school workshops (approx. 7,600 per year), visitors to exhibitions (approx. 7,000 per year), participants in local further education programmes (approx. 500 per year), trained and sensitised teachers (approx. 400 per year), clients of informational centres (approx. 300 per year), and students (approx. 500 per year) and teachers (approx. 80 per year) reached via pilot projects such as the "Global Curriculum Project" (2010–2012). However, it should be noted that the subscriptions to the Südwind magazine decreased from 4159 in 2009, to 4001 in 2012. During the reference period, Südwind's educational services have been developing significantly both in a quantitative and qualitative way. The main achievement proved to be the intensified orientation towards the didactical concepts of global learning. New target and dialogue groups, such as retirees (EU-project "Global Generation") and youth workers (new programmes concerning youth work), have been opened up.³⁷
- **ÖGB:** "The association (and the project "weltumspannend arbeiten") has its effect in places but certainly on a smaller scale. Approx. 300–500 people are reached annually and participate in activities and events such as meetings with Chinese labour unions.

Several interview partners confirmed that in terms of access to and getting the attention of a higher number of people, campaigns are more effective compared to activities in the field of education, which are more long-term, and at the same time less easy to steer. However, according to the evaluation team and as a requirement of the strategy, both types of activities are necessary and reflect the diversity of activities funded through EPOL in the various areas of work.

³⁵ Stellungnahme 2004-02/2012 Bibliothek, Information und Dokumentation 2012-2013.

³⁶ Zwischenbericht 2004-02/2012 Bibliothek, Information und Dokumentation 2012-2013.

³⁷ Südwind Evaluierung, Abschlussbericht Impuls final, 9.10.2013, p.6.

Similarly, it can be assumed that those activities which are directly linked to the experiences of a high number of consumers – e.g. young people – are likely to achieve more widespread impact compared to activities relating to the specific aspects of global development and dependencies, such as work conditions of migrants in specific sectors in Spain, e.g. However, both types of activities are necessary: campaigns and activities which give short information to a high number of people, and more in-depth, detailed, information and knowledge provided to a few number of already interested people and/or multipliers. During the evaluation, a number of interview partners expressed the opinion that a more effective way to interest people in the situation in developing countries is to relate it to issues the individual is confronted with at home. The work of Fairtrade, of tourism campaigns, even of campaigns to raise awareness about the impact of climate change at home, could be used to:

- Establish meaningful links with development issues,
- Bring them to the attention of the broader public, and
- Which eventually lead to changed attitudes or behaviour.

A number of the consulted and interviewed stakeholders emphasised that topics, which typically attract the attention of younger people to global issues, have changed compared to 20 years ago. They experience a new approach to global issues which is “less political”, more individual, more lifestyle oriented and “green”.

This change is taken into account by many of the CSOs active in the area of Development Communication and Education in that they run *separate parallel projects* funded by different sources (including federal ministries: Federal Ministries of Agriculture and Environment, Interior, Justice, Education and Research, etc.), *Länder* Governments (several departments), municipalities, private foundations and finally, citizens’ voluntary contributions) focusing on:

- Development and development cooperation issues,
- Environmental and sustainable development issues,
- Nutrition and health,
- Integration issues = work with migrants, etc.

These topics are linked with each other and have development and global learning as a cross cutting issue and a pedagogical concept in the evaluation teams’ understanding. The working group on global education is an initiative which takes this relationship into account. However, its main focus lies on the integration of global issues in education activities; other strategic alliances under the lead of other line ministries could be envisaged to streamline sector policies with global learning (e.g. integration of global issues into justice).

During the desk review, the evaluation team found that there has been a shift from development assistance to development cooperation within Austrian foreign policy during the last decades, with more attention given to common interests³⁸; this was confirmed in interviews with most partners. The evaluation shows that this discussion has implications for EPOL and partner strategies.

Due to the shift to “common interests”, some national stakeholders (e.g. Austrian economic chamber and others) have a more prominent role: cooperation with the private sector and with both companies and with producers as new target groups, has become a more important factor on the development agenda compared to 10 years ago. Interviews within ADA confirmed that a significantly higher share of the overall ADA budget (managed by the Unit Private Sector Development) goes to cooperation with the private sector. This

³⁸ This is reflected in public opinions as discovered by the representative study...where 64% think that Austrian companies should benefit from development cooperation, and that 71% are in favor of making more stringent economic orientation of development cooperation.

represents a paradigm shift – and for (some of) the partners of EPOL this implies rethinking and possibly a new strategic direction.

The declaration of “economy and development” as the main topic of the year 2014 reflects the higher attention given to the involvement of the private sector in development cooperation. This decision raised a lot of questions and even resistance from partners. To some extent, this is due to the way it was introduced (some use the term “imposed”). But it also indicates the prejudices that exist towards the private sector within the “development community”.

With regards to reaching target groups it can be summarized, that partners note interest and more direct “exposure” to global topics. Yet there is a lack of in-depth knowledge and understanding of global links and relationships with the broader public. Moreover, the majority of people reached by Development Communication and Education are mainly more privileged subgroups within target groups (academic, from urban environments, with middle to higher income).

Development and global issues are addressed from different perspectives. This is valuable when it comes to developing a more holistic view and understanding. Economic operators and private sector representatives are more prominent as partners (e.g. in campaigns) and as target groups of Development Communication and Education (e.g. in the context of advocacy work for migrants).

While it is possible to reach a large number of people through one-off campaigns, more sustained efforts and long-term activities are required for more ambitious outcomes (change attitudes, change behaviour). The strategy prioritises young people and working with multipliers. However, in addition to the more traditional multipliers such as teachers and youth group leaders, new multipliers such as retiree or people who are interested in voluntary work (e.g. retirees, but as well people are involved into other types of social voluntary work) are “under discussion”, some first experiences are made with targeting these groups. This makes sense given demographic changes and the emergence of an increasingly active older generation.

6.3.2 Structure and duration of projects

It has become evident during the evaluation that EPOL often works with the same partners for several years, in long-term projects and follow-up projects. This continuity increases efficiency, because the rules are known, partners develop a routine for cooperation, etc. Moreover, as a side-effect, this encourages capacity development in the CSOs since they can permanently contract and train staff during these assignments. Additionally, this continuity reflects the long-term perspective of education processes.

At the same time, this way of operating results in the fact that a large share of the annual budget is committed in advance to funding a limited number of ongoing projects or organisational settings), to big partners and organisations. This does not necessarily restrict innovation and new ideas, but it prevents new partners from entering into cooperation and from developing their structures. In a number of examples examined during the evaluation, the team found that specific staff responsible for funded activities is financed over years. This has the advantage that routines are developed and professionalisation is improved – but it also implies a certain convenience (especially in times of scarce resources) to continue with successful approaches instead of trying new ones. There is nothing to say against continuous work with successful teams and with successful approaches, however, a window should be kept open for piloting new partners and new approaches.

A large share of the annual budget goes to funding of organisational support provided by partners and to funding of organisations, which is considered to be close to core funding. However, these are managed as projects with (bi)annual applications, assessment, decision-making, monitoring and reporting, etc.

Another characteristic of the current funding practices is their “process-orientation”. Generally speaking, ADA funds the production of outputs and outcomes *ex ante*, rather than providing rewards for good products which have been produced without ADA funding. In other words: the option to give awards, prizes for outstanding or exemplary initiatives, or products (which are also mentioned in the strategy³⁹) is not fully used.

6.3.3 Use of the advisory committees

During the evaluation period, the number of advisory committees has been reduced from four (one for each field of action) to two: one for education and science (six members from academia and Ministries), and one for campaigns and culture (eight members from one Ministry, UNESCO, experts, representatives from cultural bodies). These members are appointed by ADA.

The advisory committees meet on a regular basis, in general twice a year, and discuss new proposals (prepared by EPOL staff) as along with requests for follow up or replication of projects. They also give advice for new calls, guidelines, etc. The template for their final statements and recommendations includes criteria such as networks/synergies, but not risks or option appraisals.⁴⁰ The statement of the advisory body is taken into consideration during the final decision-making process on funding by ADA. According to the discussions with members of the advisory committees, their recommendations regularly follow the ADA vote. This was confirmed by the review of notes of meetings.

The visibility of the advisory committees is low; the majority of the partners interviewed were not aware of the existence of the advisory committees, let alone their role and scope of work. However, interviewed stakeholders confirm that having independent and recognized experts and expertise involved in the selection and decision-making processes on projects and in the distribution of funds provides adds value and lends credibility to decision-making.

6.3.4 The Unit's integration into ADA

The evaluation reveals the importance of having EPOL integrated into ADA. In addition to its specific objectives such as global education and realisation of the strategy (Development Communication and Education in Austria)⁴¹, it has become evident during the evaluation that ADA technical units are interested in cooperating with and receiving support from EPOL. EPOL could for example:

- Facilitate communication between the development cooperation ‘world’ and private sector,
- Further support Quality Assurance and Knowledge Management through inputs and research on relevant topics, Projects and Programmes for supporting policy dialogue, for ADA in general explain topics like aid effectiveness, gender (explaining joint topics), and for NGO Cooperation International/Financing Civil Society (qualification of partner organisations).

This supports one of the aims mentioned in the strategy: “to contribute to the mutual, institutional and financial acceptance and support of Austrian Development Cooperation”.

Within the Department Funding Civil Society (FCS), the evaluation team could not identify synergies between EPOL and NGO cooperation international that were produced through

³⁹ “In order to support innovation and to strengthen projects in new fields of action it is planned to give awards.” (p.8)

⁴⁰ Assessing a range of options to identify the particular projects to be undertaken.

⁴¹“Development Education” is explicitly mentioned and re-enforced as well in the new Austrian Government programme 12/2013:

merging these two into one Department. Partners, topics, target groups are very different from each other, even in cases where both Units are working the same partner organisation, they are dealing with different departments and with different contact persons. However, a certain imbalance in terms of distribution of resources can be observed: the unit NGO Cooperation International manages an overall budget of approx. EUR 13 million/year with only slightly more human resources compared to EPOL which manages approx. EUR 4 million/year. To a certain extent this is compensated by the fact that the head of the Department has a double function; he represents the Department and is at the same time head of the EPOL unit.

The unit is well integrated within ADA, in terms of meetings at the level of heads of unit and heads of department, and formal meetings, but also through informal lunch-time meetings and personal relationships. However, the location on the 2nd floor and the different partners and different target groups and beneficiaries, somewhat separate the Unit (not only physically) from the other technical Units, which are all on the 3rd floor. However, distance and proximity also differ within the Department, and between the two Units of the Department and other Department and Units in the house: partners and target groups are different in terms of their immediate objectives e.g. EPOL is much closer to the ADA Unit for Information and Communication compared to NGO Cooperation International, whose partners target similar groups as Projects and Programs.

Compared to cooperation with other ADA units, EPOL works closely with the ADA Unit for Information and Communication: there are quarterly meetings at which they identify themes and story lines and the ADA Unit for Information and Communication also participates during EPOL's regular meetings. Moreover, the head of the Unit is as well a member of the advisory committee for campaigns and culture. Establishing thematic connections between and deriving mutual benefit from "Development Communication and Education" and "Programmes and Projects" in partner countries is not easy. While ADA implements the three year strategies of the FMEIA, the EPOL Unit has additional annual main topics. Links along EPOL's main topics and the three-year programme are not always evident. However, the desire for more structured debate and strategizing was expressed several times. Interview partners (from EPOL as well as from other ADA units) differentiated between obligations to be fulfilled by EPOL and by other units ("Hol-Schuld" and "Bring-Schuld") several times (meaning, entering into a more two-way street relationship between EPOL and other ADA units), expressing strong interest in knowing more about activities and problems faced. From the point of view of the evaluators, this indicates a mutual interest and potential for joining forces which is not used to its full extent.

6.3.5 The M&E system

The evaluation team found that most funded CSOs see monitoring and evaluation mainly as an obligation. External evaluations are implemented as foreseen in the project contracts, and there is a discussion process with EPOL, and a management response from the partner.

In general, indicators can be considered weak points. The logical framework is presented with the project application, but the evaluation team has not seen any updated logframes; it does not reappear in later stages of the project implementation and evaluation. There is some evidence, that it is only used as a presentation tool and does not form the basis for the monitoring scheme applied.

Most of the outcome indicators in the project documents assessed by the evaluation team are not quantified (exception: for campaigns, FAIRTRADE uses quantified targets). Reports are mostly activity based at an input-output level, where the output is not quantified and its qualitative aspects are not measured. In a number of reports, the evaluation team found numbers of participants (in seminars, in exhibitions, films, etc.); however, the quality of the

output (which could be e.g. “increased knowledge on...”) was only described narratively, instead of being measured⁴².

Since project outcomes and often outputs are not quantified, changes such as linear reductions of budget e.g. during the application phase, or “Umwidmungen”, take place without any other changes in the project document. Thus, it is evident that outputs and outcomes (which the partner promises to produce and to achieve) are not considered that important, but only provide general direction, or an expression of intent, and are not actually monitored properly.

The evaluation team has not seen any systematic risk assessment or risk monitoring for the funded projects. Neither in the templates for comments on project proposals prepared by EPOL staff members, nor in the templates for comments of advisory committees, nor in the project documents have bullets on risks/assumptions or risk monitoring been verified.

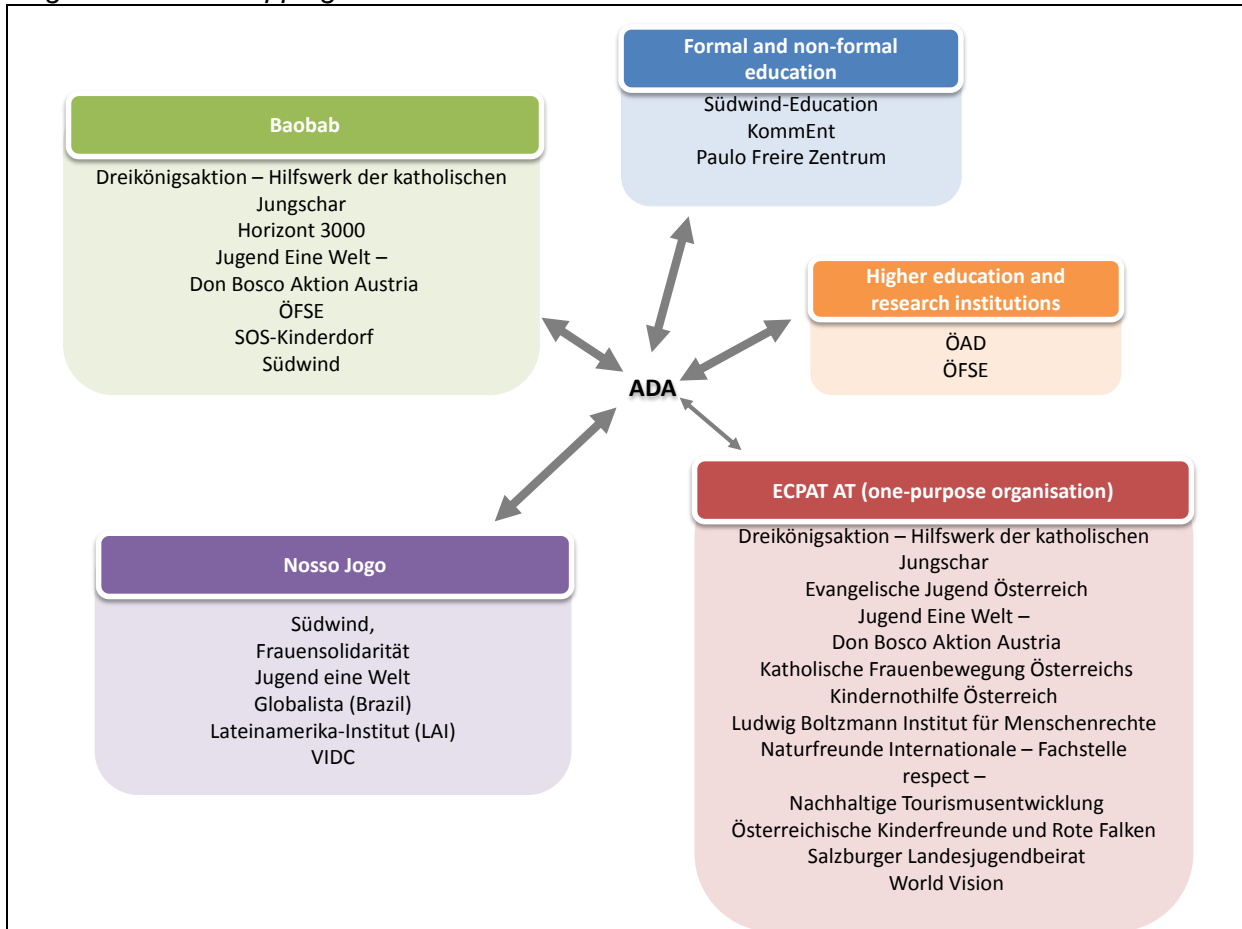
Based on a review of project documentation and interviews, external evaluations are not obligatory for all projects funded by EPOL. There are arguments that – considering the overall scarcity of funds and the difficulty in measuring more than outputs – this would be too expensive and may not produce any meaningful insights. However, even for large projects with a high amount of funding, an innovative network, and new target groups like Nosso Jogo, no external evaluation is foreseen.

6.3.6 Use of potential and ongoing learning, networks and communication and cooperation with internal and external partners

Relations between ADA and some of the partner organisations are multifaceted and very close in a small number of cases (ÖFSE, VIDC, Südwind), but less frequent and systematic for most of the other CSOs. However, the informal networking is strong and a “counterweight” to the lack of organised “learning processes”. Several organisations are well aware of the need and the advantage of networking. In some cases, ADA has played a crucial role, like the creation of C3. Baobab networks with KommEnt and Südwind, VIDC on the Nosso Jogo topic with five other organisations. ECPAT has been established by nine CSOs as a one-topic organisation addressing the commercial sexual exploitation of children. There are also clear signs that several CSO, which once kept a distance from the national NGO platform AGGV, are now joining, as they see the “added value” of speaking with one voice. This may also be advantageous for ADA, even if this voice is sometimes critical. Advocacy is one of AGGV’s tasks, and it is, in some cases, directed against the official government policy, but not against ADA or professionals within the agency.

⁴² Even for short events which have to be carried out with very limited budgets, it has become good practice to do at least test-in and test-out exercises, in order to know more about the quality of training, or which information has been transferred, which messages have been taken up, etc.

Figure 19 Mapping of current networks



Some of these networks are close to ADA, meaning that frequent interaction on various topics takes place. Such as, the education network and the higher education and research network, whereas the campaign network around VIDC has some bilateral contacts and the last one is strongly interconnected on the European and international level.

Long-standing informal contacts are the basis on which formal purpose-oriented alliances are forged.

EPOL could play an even more active role, if it made use of its strategic capacity. EPOL could either link with AGGV to establish a regular and continuous discussion process, or it could act as a platform on its own, calling the CSOs together for thematic issues. But EPOL could also combine the two approaches.

6.3.7 Summary

In summary, it can be stated that:

- Efforts have been made to reach new target groups; and that the Unit and its partners are aware of the need to enlarge their “traditional” target audiences. Some successful examples exist, however, there is room for further improvement.
- Despite the fact that larger and longer projects are generally more efficient, the danger of reducing the possibilities of new partners needs to be monitored. Funding of mechanisms as well as funding of organisations and, funding of posts all reduces the flexibility and ability to act.
- The potential of the advisory committees is not fully used.
- The potential and synergies from having EPOL integrated into ADA is not fully used. There is room for further improvement in the area of internal cooperation.

- The M&E systems applied are mainly activity based. Indicators for outcome or impact measurement are rather qualitative and descriptive. Risk management and risk monitoring are not included. Evaluation is not obligatory.
- Efforts to develop institutional networking within the Austrian CSO community have been strengthened.

6.4 Impact

Under the evaluation criterion “impact,” questions are asked regarding the achievement of a broader impact and contribution to long-term objectives.

The team’s main findings are related to

- a) Changes in development policy, its perception and support in Austria and the contribution of ADA EPOL and its partners to these changes.

The findings are based on EQs 18, 19 and 20.

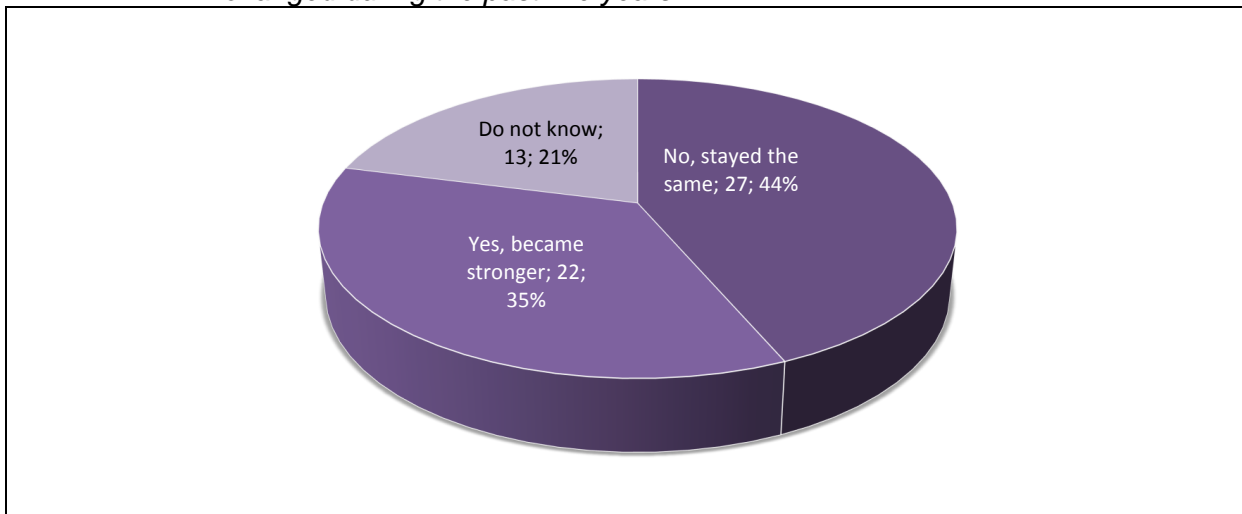
Whether and, even more, how the work of the Unit and its partners has contributed to changes in Austrian development policy and in the perception of development policy and global issues in Austrian society is very difficult to measure. And even if changes can be measured, it is difficult to attribute these directly to activities funded by ADA and supported through the strategy.

Several stakeholders consulted during the evaluation mission have mentioned that one major impact achieved by ADA EPOL and its partners was the fact that the budget for this area of work – in contrast to other fields of development cooperation – has not been reduced so far. This, combined with the fact that networks (especially the AGGV) exist, have a joint presence, express their joint interests, and cooperate with groups with a Christian background (organised in KOO) in a stable and successful manner has created public pressure.

Furthermore, the financial crisis has raised more interest in global issues. This cause has been taken up by initiatives and in partner projects (e.g. concerning the role of China). In this way, new and old partners can be brought together, such as in ÖFSE’s high level forum on China (interesting for scientists, but also for economic operators, or people who are looking for work in China or who want to attract Chinese investment in Europe). There is still more potential for joining forces and forming focal points, e.g. combination with ÖGB’s brochure on working in China and ÖGBs cooperation with Chinese trade unions and field visits for Austrian representatives to work councils in China.

In the previous sections, the slightly increased interest in global issues has already been indicated (see in the graph below). The Ke Nako Afrika campaign is an example of an event which led people, at least for a short while, to perceive Africa in a different light. Reported by VIDC, in a very short time period the Ke Nako Afrika campaign achieved very good media coverage, 150 programmes over a two month period, including a few series such as ‘innovative Africa’, Africa A–Z’. VIDC successfully used the opportunity of the football games to transfer the message that Africans can host major events that theirs is not just a story of crisis and poverty, but that it is also a booming democracy, that there is a normal Africa, with engineers and professionals. Unquestionably, one long term impact is the fact that some of the African communities in Austria are now active in the CSO network.

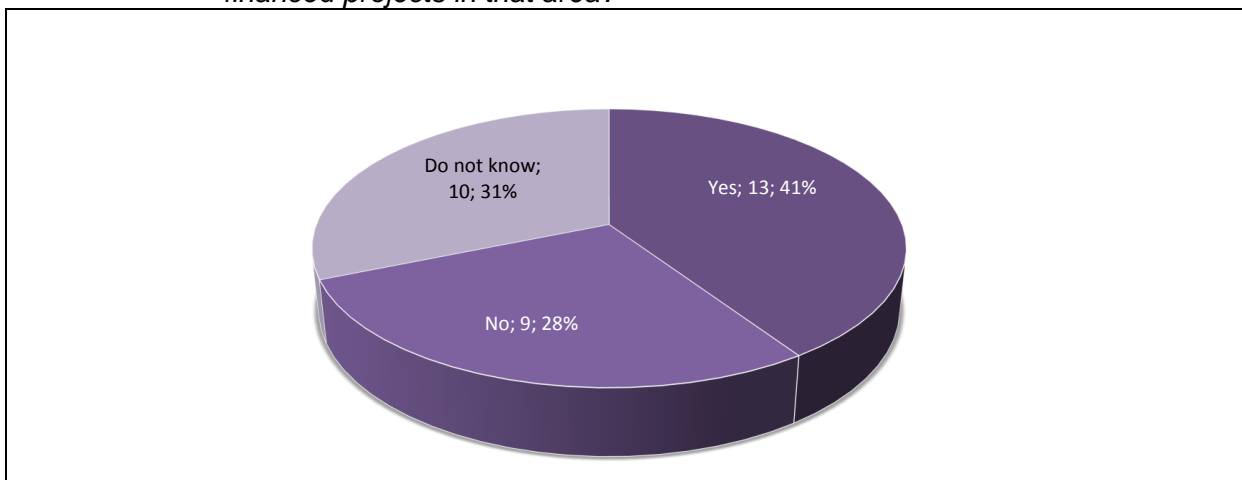
Figure 20 *Has the interest in development policy and global questions and relationships changed during the past five years?*



Source: Survey on Development Communication and Education, Particip 2014

The survey indicates that this opportunity of an increased interest within society (see graph above) does not yet seem to be used to its full extent. As illustrated in the graph below, the relationship between changed interest and efforts made by ADA EPOL and its partners seems not be evident:

Figure 21 *Do you believe the changes are related to the activities supported by ADA financed projects in that area?*



Source: Survey on Development Communication and Education, Particip 2014

Reasons for changed interest seem to be multifaceted - the web-survey and the representative study showed similar results. Several comments were made on the "low media presence of ADA" and that still only a rather "exclusive" circle of already interested and better informed sub-groups of target groups are reached. This was also reconfirmed in several interviews with ADA internal staff. However, it was also mentioned, that due to the increased number of points of contact with global issues, an increase in attention and demand for explanations can be observed.

In summary, it can be stated that

- There is increased interest in global issues in Austrian society.
- There is potential to join forces and combine various partner activities to better position and profile development cooperation.

6.5 Sustainability

In order to assess sustainability of efforts and investments made, the team has looked at both:

- a) Sustainability of project results, and
- b) Sustainability of processes and organisational structures built with ADA funding.

The finding is based on EQ 21.

Initial funding of consumer initiatives and campaigns such as FAIRTRADE Austria has been very successful - they can survive on their own income today. Other initial funding for CSO participation in EU calls has been successful as well (in terms of growth and professionalization of organisations like Südwind); however, it is not clear whether they could survive without ADA funding. FAIRTRADE has succeeded in being recognised by and influential in the whole society; furthermore it is economically sustainable. For example a study undertaken by the SORA Institute for Social Research and Consulting (2014)⁴³ confirmed that the FAIRTRADE seal is most trusted seal for people under thirty. Moreover, the FAIRTRADE Website was visited 131,915 times in 2013, of which 65.9 % were new visitors. ⁴⁴Even the more populist media now supports FAIRTRADE. ADA's support has been crucial for building up capacity and for emerging from the small niche constituted by already people who were already convinced.

Synergies and networking are highly encouraged in the Calls. Indeed, some success stories have been reported, e.g. KommEnt, Paolo Freire and C3, where partners have joined forces, improved their visibility, offers and services at the same or have even reduced administration costs. As a consequence, they have become bigger and more stable organisations.

In the "Nosso Jogo" Campaign, six CSOs jointly developed the project concept and will all play a role in its implementation. Communication is well coordinated, with evidence of good planning, good use of workgroups, provision of guidelines, planning and coordination of the media plan. The late funding decision and fixed deadline (world championship) represents a challenge, since it means they will only have a few months to coordinate and implement a campaign which will cost EUR 250,000, involving a large number of partners across two continents.

The sectoral Round Table for the Tourism Sector, established by the Federal Ministry of Economics in 2001, is not a "product" of Development Communication and Education, but it is gradually taking on subjects like the commercial sexual exploitation of children and Fair Trade in Tourism. Corporate Social Responsibility is promoted at the Austrian Tourism Fair in Vienna. Professional advice is being provided to tourism operators by ADA partners, which will mean the issue will no longer rely on co-funding in the medium-term.

With the funding of a Stiftungsprofessur at the University of Vienna, "seed funding" was provided (which in some other European countries is provided by the private sector); the professorship was established, however, the follow-up funding of the professorship through public funds is not yet assured.

To summarise, it can be stated that there is a trend towards more sustainability through:

- Networks and building of stronger organisations and alliances, and
- Successful "infiltration" of public and private sector initiatives (other than development cooperation).

⁴³SORA Institute for Social Research and Consulting Ogris und Hofinger GmbH, Wien 2014, representative survey among 700 Upper-Austrians (age 16 and above).

⁴⁴FAIRTRADE Österreich 2014.

7 Other main findings

7.1 Challenges faced by the area of work face in general and in particular in the future

Future challenges for the area of work are mainly related to budget and to the generational change on the level of Development Communication and Education activists.

As already given in the main findings, the available budget for the area of work has not been increased during the last 10 years, on the contrary, considering inflation, it has even decreased. Together with the necessity to fund long-term processes, to build sustainable organisations (which so far have not managed to identify alternative funding sources) and mechanisms, this has already led to a situation, which makes it difficult for newcomers to enter. In addition to joint lobbying at the FMEIA, facilitation of a discussion among public and private stakeholders of Development Communication and Education on *funding alternatives* and *alternative funding models* is recommended.

A number of opinion leaders and decision makers in the area of work (including the head of the Unit and ADA FCS department, but as well in other ADA departments, in leading positions in) are older than 60 years and approaching pension age. The generation of development cooperation activists who were mobilized during the 1970ies and 80 (solidarity movement with 3rd world countries) and who have a more political approach to development cooperation will leave the organisations, a new generation will have to take over. To organize this change in a way, that achievements can be taken up, lessons learned further used – but at the same time, new points of view and approaches can be integrated – this will be the transformation challenge for the area of work as well as for ADA.

7.2 Gender: a cross cutting issue

How gender issues are considered in the projects, in communication strategies, and in other documents and activities, was a question raised throughout the entire assessment and reviews. For the great majority of partners and as well for the staff members of EPOL it is self-evident that gender is taken into consideration in all activities. The language in documents is gender streamlined, indicators are gender disaggregated. A number of projects with specific gender related outcomes are funded, some partners are specialised in gender issues.

7.3 Learning potentials from other EU member states

The evaluation team has devoted considerable time and effort to acting as “scouts”, identifying valuable initiatives, and formulating feasible recommendations regarding “innovation” and “new target groups”.

The international dimension should help to:

- Benchmark Austrian progress against other European countries;
- Learn lessons, e.g. lessons and innovative practices which can inspire stakeholders in Austrian DC+E, and which others have taken from Austria, such as how to develop services that support NGOs that are new in the field of Development Communication and Education.

7.3.1 The case of Portugal

The case study of Portugal is based on the conclusions drawn out of interviews with four interlocutors, each of them a stakeholder within CSOs and other institutions in the field of Development Education.

In Portugal, it is the CSO – CIDAC, a solidly rooted activist organization established by socially and politically engaged intellectuals and teachers before and after the end of the Salazar dictatorship and the independence of the Portuguese colonies – which has been advancing the process of establishing Development Education as a core concern of the public and civil society. The public development cooperation agency joined only at a later stage, as this had been more focused on development cooperation with and in the former Portuguese colonies, the five lusophone (Portuguese-speaking) countries in Africa: Cape Verde, Guinea Bissau, Sao Tomé e Príncipe, Angola and Mozambique, and at a later stage Timor Leste, before and after the territory's independence from Indonesia.

CIDAC was able to convince the State Secretary for Development Cooperation at that time, Joao Gomes Crevinho, of the need for and benefit of creating a dedicated budget line for Development Education.

CIDAC was not only the motor behind the movement towards institutionalizing Development Education as part of the official Development Cooperation. It also played a crucial role in drawing in other powerful partners, such as the Ministry of Education. CIDAC became the first Portuguese partner within GENE, the Global Education Network Europe. At the time, most other members of GENE were Government institutions.

In Portugal, Government funding for Development Education started in 2005. There are two budget lines for co-financing with CSOs, one for Development Cooperation and the other for Development Education. The amount allocated was between 600,000 EUR and 750,000 EUR per year over a period of several years. With the outbreak of the economic crisis in 2008, it dropped to between 200,000 EUR and 400,000 EUR, and no funds at all were allocated in 2011, as the socialist party-led government stepped down. The overall budget for Cooperation was EUR 3 million before the crisis, but it dropped to 1.2 to EUR 1.3 million due to the crisis.

For the Development Education area, the public development and culture agency IPAD-Camões (Instituto Português de Apoio ao Desenvolvimento – Portuguese Institute for Development Support) gives preference to EU and multi-annual projects. Virtually no funding is available for new CSOs and new proposals, and with the drop in the overall budget, it has become even more difficult to support new initiatives.

All four Portuguese interview partners underlined the importance of Austria's support in a crucial phase. The Portugal-Austria exchange 2006-2008⁴⁵ has been instrumental in laying the basis for both the Portuguese Development Education budget line and the Development Education strategy. Austria remains an important reference for Portugal, as the countries are similar in size and population, and they are mutually involved in the GENE Peer Reviews (2013 Peer Review of Portugal by Austria and Slovakia, 2015 Peer Review of Ireland by Austria and Portugal).

With regard to the process used to develop the Portuguese Development Education strategy, a stakeholder of IMVF explained that after having observed the processes in a series of other European countries, the Portuguese partners organised an open multi-party strategy formulation process, with two "Tables" (not parallel, but concentric, with an inner circle and an outer ring): "We tried to include a maximum number of partners: organisations and institutions, private and public."

⁴⁵Organisation of three roundtables (Lisbon November 2006, Vienna April 2007 and Lisbon May 2008). The cooperation "project" between Austria and Portugal was initially developed by the representatives of both countries in GENE, through bilateral meetings in the margin of GENE Roundtables in 2005 and 2006. The two parties agreed on a bilateral exchange project in the field of Development/Global Education (DE/GE). The primary purpose was to exchange experience and to build capacity of DE/GE key actors in Portugal. From the outset, it was agreed that key policy makers in state agencies as well as civil society actors would participate in the project. The main events in project were the 3 Round-tables already mentioned.

The first table was formed by the Government Ministries for Education, IPAD, the national NGDO platform, CIDAC and GENE.

The second table (the outer ring) was open towards external actors, as a thematic table “DE+” = “Development Education and...” (Human Rights education, Environmental education etc.) The planners ensured that for each subject a Government entity was balanced with a civil society organisation e.g. for Youth and Environment, in order to favour discussion and consensus.

Other important features of the process were:

- The decision to task an independent body, a team of the University of Coimbra, with the drafting and reformulating of the strategy;
- The inclusion of an Action Plan;
- The fact that stakeholders from ICP-IPAD were heavily involved and are still in the same unit, focussing on Development Education, thereby ensuring continuity;
- The constant follow-up. A monitoring committee assesses progress made every year and plans the following year. An external mid-term evaluation was planned, but it did not take place. However, the monitoring process allows for regular assessment and re-adaptation.

Box 5 Main lessons learned from the Portugal case

- Regular funding is necessary, dedicated to Development Education.
- The multi-stakeholder approach is decisive: development cooperation agency, Ministries, NGDOs, other “civil society” institutions and organizations (Chambers, Trade Unions...), regional and local government.
- The Strategy should be linked with an Action Plan, right from the beginning.
- The two stakeholder tables for formulating a strategy to be arranged as circles:
 - The inner circle with Government institutions balanced with civil society organizations, sector per sector. Tasks include: Mobilisation of actors relevant in the area of Development Education, planning and development of meetings with Group 2, discussion and integration of the contributions of the other entities, responsible for structuring the document, discussion and formulation of objectives and means of the Strategy, Discussion and revision of contributions of the draft texts written by the formulation team.
 - The outer ring should include representatives from human rights education, environmental education, sustainable Development Education etc. Tasks include: Contribution to a conceptual definition workshop, contribution to the elaboration of the strategy through comments and suggestions presented at the meetings.
- A collective monitoring process should be institutionalised, with share lessons learned from both good and bad practice. An external institution collects the data and information from all participants and implementing organizations and introduces them in the Action Plan matrix, ready for discussion by the Monitoring Committee. In the case of Portugal, the secretariat for the Monitoring Committee is provided by IPAD. Responsibility for the oversight of M&E will be undertaken by a National Committee that emerges from the national policy development process.⁴⁶
- The EU- and international level can be used for comparison, benchmarking and peer reviews.

⁴⁶Portuguese “National Strategy for Development Education (2010-2015)”, Lisbon 2009. pp. 47–48.

- Unity instead of splitting and dividing. The Portuguese stakeholders decided to accept even three different definitions of “Development Education” and “Global Education”, instead of compartmentalizing.. The different definitions have been mentioned, explained and defined in the Portuguese Development Education Strategy (2009).⁴⁷They gave preference to explaining each one; and to identifying what they have in common and what is different, in order to include all potential actors.

7.3.2 The case of Ireland⁴⁸

Government, CSOs and the national Development Education strategy

Irish Aid is the Irish Government’s Programme for overseas development. It works with the CSO sector mainly through two umbrella organizations: IDEA and Dochas. IDEA is focused on providing support and acting as the voice for Development Education CSOs, whereas Dochas has a broader scope, as it unites a large number of big CSOs with international links.

Ireland’s Development Education strategy 2007-2011 was highly focused on the formal education sector. The perception amongst some of the CSOs however was that there was very little real consultation.

Irish Aid is supposed to take advice on spending through an advisory committee on how money is spent at home, but a recent white paper proposed to reduce that committee to just one person, which is considered inadequate since no single person could cover the wide range of topics involved.

Some of the CSOs feel that there might be more innovation if they would come up with their own strategy. So recently, some of these, including IDEA and a number of other organisations have started exploring the benefits of developing a common strategy for the CSO sector. They have invited representatives from Spain and Belgium.

Concerning the media coverage of Development Education subjects, the CSOs felt that the media tend to be very shallow in their approach. They look for Irish angles to any story and like to praise efforts rather than think critically, if they are interested at all.

There is some scepticism concerning the usefulness of social media. Likes and shares is not action and to change mind-sets, more in-depth programmes are needed. Nonetheless, it does enable awareness raising work to be carried out at low cost.

There is also some concern about the messages and framing. To this end, Dochas, which in the past has developed guidelines for the use of images that have very much changed the ways that development stories are being portrayed, has commissioned a study that is due out in March 2014.

A study is currently being undertaken that is looking at frames and messages. Preliminary findings suggest that this is something that needs to be addressed. The stories are framed too much as problems solved through charity. Dochas has already introduced guidelines that its members are adopting regarding the use of images. It is anticipated that something similar might be introduced for messaging.

A number of CSOs that tended to rely on Irish Aid and charity giving are fighting cutbacks on both fronts. The Centre for Global Education in Ireland, which serves as a resource for research and education on global education etc. says their main cost cutting measures have been an extended use of the Internet. To cut costs they are now making much more use of electronic materials. For example they publish an online journal that was accessed by 90,000

⁴⁷Portuguese “National Strategy for Development Education (2010-2015)”, Lisbon 2009. Chapter 3.2 DE definitions: p. 18 – 21.

⁴⁸ This section refers to organisations in Northern Ireland as well as in the Republic of Ireland.

people). However, instead of trying to make yet more cuts, they have also devoted some time to attracting funding from new sources, such as the lottery, banks, trade unions or foundations and trusts. Most of these are relatively new to supporting this kind of work.

In Ireland, Development Perspectives is based outside Dublin, and though it is a small country, they find that much is still very based around the capital. Therefore they find “*the social media work more important than many others, a good way to connect with people*”.

Citizen engagement is a major principle in Ireland’s Development Education, but the major themes are above all: poverty, social justice, sustainability and human rights. These have grown in importance as they have impacted so many people in Ireland and the challenge now is to explain these issues in a wider global context. Nonetheless, the interviewees were concerned about the need for stronger impact. “*To create real change you need to take a long-term approach, otherwise you end up with just a shallow understanding. It is not enough just to have an action that is limited to clicking on a website. There is a need for interactive learning, group work discussion to create a deeper understanding. Some of the strategies used tend to deliver a very shallow understanding*”.

Innovative ways to promote development work in Ireland

As explained by one of the interview partners, Dochas have taken the initiative of contacting all member organisations, asking them to send in examples of good practice done both at home and abroad and provide them with these. That campaign is called **World’s Best News**. They are now trying to compile stories about the impact of work being carried out overseas. All three interviewees were very positive about this. As explained on the Dochas facebook page, its purpose is to raise the important issues, not merely the urgent and dramatic ones:

Box 6 Innovative way to promote development work – the example of World’s Best News

“**The World’s Best News** is a new initiative to highlight the remarkable progress in the fight against extreme poverty. It is a news service that – unlike other media – does not only focus on the dramatic and the sudden, but that tells the bigger **stories of hope and change** that normally remain hidden.

The World’s Best News is about telling the story of the historic and unprecedented revolution that is slowly unfolding behind the headlines: the unreported reality of **steady and unrelenting improvement in human lives** right across the world.

Research shows that the vast majority of people in Ireland think that they are receiving enough information about developing world, yet only 19% say they feel well informed about developing countries. And despite the many reports about progress in the fight against global poverty, about **half of the people in Ireland don’t think that Africa is any better off now than it was 20 years ago**.

And this is at least in part because the media are not telling us the good news story. Media coverage of “aid” issues usually focuses on **crises and disasters**. The news gives the impression that Africa is a mess; poor and dependent on aid. In the busy mainstream news agenda, there is little scope for other stories. The World’s Best News try to show the other reality and create space for the stories that newspapers usually do not cover. Globalisation means that peoples’ lives are interwoven with those of everyone else on this planet. The prosperity of Ireland (or Europe for that matter) depends on the prosperity of the rest of the world. So if that world is changing, the media should report it, even if those changes are too slow to make the headlines. The World’s Best News is trying to find space for the important, not merely the urgent stories.”

Source: World Best News Website <http://worldsbestnews.tumblr.com/> [accessed March 2014].

Dochas also have a campaign called **Act now**, to maintain pressure on government to respect its targets for development aid. It can be difficult to keep the momentum going, but they have been successful by communicating the high level of support and good work being done.⁴⁹

Another best practice that IDEA is following closely is a project called “Challenging the Crisis – Promoting Global Justice and Citizens’ Engagement in a Time of Uncertainty”. As explained one of our interview partners, this is a 3-year Development Education project (2013–2016) across six EU countries: Ireland, Portugal, Spain, Slovenia, Greece and Italy that looks to engage young adults from these crisis hit countries to understand the interdependences of local and global inequality and to enable them to become active advocates on global justice issues. The advantage of this project is that it clearly links development policies with the austerity measures in European countries. During the interview, our interview partner stressed that he saw the recession in part as an opportunity to create a stronger sense of solidarity and commonality of issues.

Another interview partner on the other hand felt that the most creative work was being done with adults outside schools or the formal education sector. The examples he gave include:

- Insight – This is an ongoing experiential learning programme which aims at facilitating travels to and exchanges with foreign countries. It is reciprocal, organising return visits of Tanzanian or Indian colleagues as well. The programme has had deep and profound impacts and helped people to realise that regardless of where they live, the global situation can be affected through local actions.
- “Afri” – an organisation which focuses on historical issues, organising talks, debates, presentations or even using comedy, music and poetry in an interesting way to explore issues such as social justice.
- “Suas” – involves university students in a non-formal way. The Global Issues courses take place in university campuses across the country (e.g. Dublin City University, Trinity College Dublin, and University College Cork.) where development experts facilitate a 2 hour session on a different topic each week. Participants come from a range of academic backgrounds which adds to the variety of opinions and perspectives in the room. The course provides participants with an introduction to global issues with the aim of inspiring students to get involved in taking action on global issues⁵⁰.
- Development perspectives also organises very interesting “story telling” weekend workshops. These are a physical, education and spiritual journeys meant to build capacity and overcome feelings of individual helplessness.

Box 7 Main lessons learned from the Ireland case

- The exercise of developing a parallel CSO strategy is considered to be a useful exercise to develop more innovative approaches. It was reported, while Irish Aid produces a national strategy, the NGO sector wanted to explore the possible need for a strategy that reflected their own goals, priorities and approaches.
- Possibilities might be explored to get support through foundations, trusts, lotteries, banks, etc. (In Ireland, some CSOs have found it easier to get funding from foundations than in the private sector.)
- Make better use of interactive tools, not just Facebook and online publications, but also of tools such as hangouts etc. which could easily facilitate projects involving school children in other countries, for example. Once such strategies are developed

⁴⁹Based on telephone interviews.

⁵⁰<http://www.suas.ie/ireland>

and shared they have the benefit of being very cheap to implement. The Global Education Centre, which enhances capacities, skills and methodologies to teach Global education to different target groups even has a Global Educator Course which is accredited under the auspices of the Open College Network Northern Ireland. This might be a useful way to provide Continuous development training to introduce teachers to more dynamic tools and exercises and shown how these can be used more effectively to arouse greater interest in these issues

- Guidelines on frames and messages as they are currently being suggested in Ireland might help to create more agreement on approaches. These are being developed by Dochas which has already developed guidelines for use of photography, to which all members subscribe. Preliminary findings from the “messages and frames” research suggested an over simplification of the messages used by CSOs; too much is about charity, about giving aid to fix problems. The report was also to suggest recommendations for a more nuanced style of messaging. While the study and guidelines were not yet available at the time of this research, they were eagerly awaited by those the evaluation team spoke to.
- One of the umbrella organisations has developed an online newspaper that raises important themes and stories focusing on what is important rather than what is urgent.
- Some innovative approaches in Ireland involve embedded global learning themes into weekend storytelling workshops, into comedy, into history presentations and debates, and above all into exchange programmes

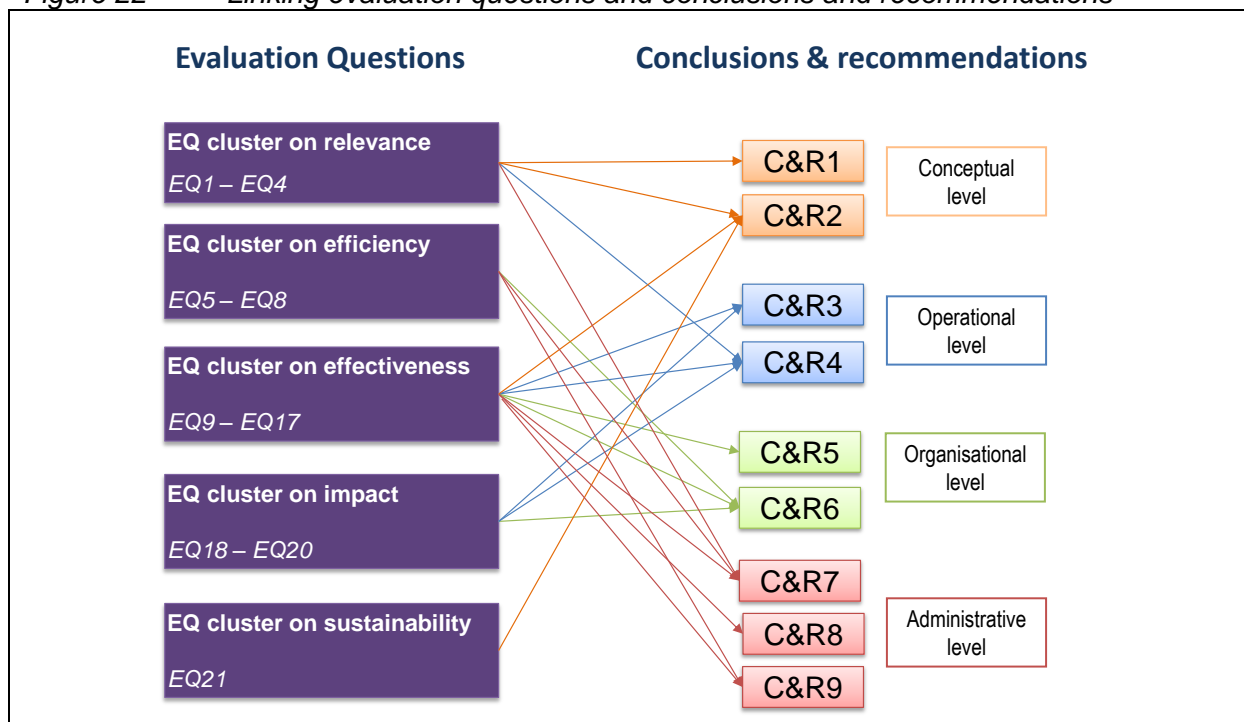
8 Conclusions and recommendations

Findings revealed a number of main topical areas around which conclusions could be formulated. Therefore, for analytical clarity, we have grouped the conclusions, and the related recommendations, into four clusters:

- **Conceptual level**, which is mainly concerned with how attitudinal and behavioural changes with regard to developmental issues can be achieved in the population. This is related to the general understanding of the subject and the deconstruction of perception of reality in different groups of the society. This theoretical discussion and the issues raised cannot be definitively answered by this evaluation. However, especially in the context of the relevance of the strategy and the challenges the evaluation points out that there is need for ongoing discussion within the relevant constituency, as well as a need to commit to common formulation and definitions – which need to be reviewed regularly (conclusion and recommendation 1, 2),
- **Operational level**, which deals with the 'translation' of the conceptual level into guidelines, which can provide guidance and orientation for decision making on medium term. This is discussed in the sections above, mainly under relevance, but as well under efficiency and effectiveness, and impact, and in the portfolio analysis. (conclusion and recommendation 3, 4)
- **Organisational level**, which deals with the organisational environment, into which the Unit responsible for the implementation of the strategy is embedded. This is discussed in this report mainly under efficiency. (conclusion and recommendation 5 and 6)
- **Administrative level**, which deals with how funds are managed and how resources are used. This is discussed mainly under efficiency, but as well under sustainability. (conclusion and recommendation 7, 8, 9).

The linkages between EQs (findings), conclusions and recommendations are illustrated below.

Figure 22 Linking evaluation questions and conclusions and recommendations



8.1 Conceptual level

8.1.1 Conclusion & recommendation 1: Strategic framework of Austrian Development Communication and Education

While the Strategy Development Communication and Education in Austria formulated in 2009⁵¹ by ADA covers all activities carried out and financed by ADA's EPOL Unit, its subject (Development Communication and Education) is not clearly defined. Furthermore, the scope and validity of the strategy is not clearly given. Which areas of work have a higher weight than others, is not completely clear. The strategy does not provide guidance on an operational level.

This conclusion is based mainly on EQ1, 2, 3 and 4.

As defined in the strategy, its subject is "provision of information, education/Global Learning, research activities, public relations, advocacy work and lobbying, realization of campaigns, cultural activities, film productions, media work and publications". However, more weight is given to activities in the field of education than to others. In particular there is no clear consensus as to whether "public relations" should be part of Development Communication and Education. The four action fields to which the annual budget is distributed have different time horizons in which to achieve outcomes and broader impacts. The theory of change does not apply to each of the four action fields in the same way.

In some annual work programmes of the Unit, and in addition to priorities which are updated from year to year, an annual priority topic can be introduced. This procedure is not clear to all stakeholders, and time available to react to and work on the additional priority topic is short.

Stakeholders follow and support the strategy, but they rarely refer directly to it in project documents.

A revision of the strategy, based on a guideline from the FMEIA, is recommended. In view of the fact that resources for the area of work will remain limited, **concentration** in order not to spread scarce resources too thinly, should be given special consideration. At the same time, given the longer period of validity, a certain degree of flexibility should be maintained.

This could include:

- A discussion and agreement on a definition of "Development Communication and Education in Austria", under the lead of the FMEIA, with participation of CSO (**FMEIA, ADA EPOL, ADA partners/PEPI, Strategieguppe Globales Lernen, KOO**)
- Clarifying what is "in" and what is "out" of the scope of Development Communication and Education, incl. **clear definition of the overall scope and validity of the strategy.** (**FMEIA, ADA EPOL, ADA management**)
- Initiating a strategic discussion with internal and external stakeholders on the underlying theory(ies) of change for the different areas of work. (**ADA EPOL, EPOL partners, advisory committees**)
- Complementing the strategy with more operational, guidance documents. This could include setting priorities, devising an action plan with the partners, and agreeing on a joint monitoring group (good practice example: Portugal). (**ADA EPOL, ADA partners**)
- Working on more precise outcome statements and outcome indicators for the different areas of work, to be proposed and discussed with EPOL partners. (**ADA EPOL**)

⁵¹German version, has been updated in 2011.

Supporting the discussion about a “Code of Conduct” for pictures, photos, portraits, stories, etc. (and possibly the message framework as done recently by Dochas in Ireland) published and used for Development Communication and Education. On an operational level, this might include: working on quality standards, an agreement on delivery of a joint image, a glossary of key terms, etc. (**ADA EPOL, ADA Unit for Information and Communication, ADA partners/AGGV, KOO**)

Main implementation responsibility: (see above)

8.1.2 Conclusion & recommendation 2: Economy as partner

The private sector and producers have gained importance in the context of development cooperation and for Development Communication and Education. They act as partners in development cooperation and can become both partners and target groups for Development Communication and Education. As partners, they can co-finance publications or campaigns or events (e.g. clean clothes initiatives), and producers or shop owners or employers can become target groups of specific dialogue activities. Such aspects have been reflected, but the potential of a more intense collaboration with the private sector is still underutilized. The paradigm shift will require some EPOL partners to rethink their modus operandi, i.e. to consider the private sector as both, an important partner, target group and partly even beneficiaries of actions.

This conclusion is based mainly on EQ 9, 10, 14 and 22.

Within Austrian foreign policy, there has been a shift from development assistance to development cooperation and towards the involvement of the private sector in development cooperation during the last decade. The private sector is envisaged as an important partner in development cooperation; it is already a partner in Development Communication and Education (e.g. in tourism projects) and it is a target group as well. For some of the partners of EPOL, this represents a paradigm shift which implies rethinking, re-orientation and possibly a new strategic direction. Moreover, this requires a broader portfolio of methods for dealing with this audience: win-win situations need to be identified and demonstrated to win the support of this stakeholder. During the evaluation, it became obvious that the priority topic “economy as partner” for the year 2014 raised questions, annoyance, irritation and even resistance from the partners. This is to some extent due to the way it was introduced (some use the term “imposed”). But it also indicates prejudice against the private sector in the “development community”.

Based on already existing good experiences and practices, EPOL should further enhance its efforts to **take advantage of the strengths of the private sector** to support Development Communication and Education. This will require further investigation into how in the short and medium term, best to raise the private sector’s interest in development cooperation and support for Development Communication and Education, and could include:

- Supporting the discussion on strategic re-direction of CSO partners and entering into (possibly conflicting) discussions on the role of the private sector for development.
- Identifying areas of common interest with the private sector.
- Analyse the variety of (good and bad) experiences which have been made so far with PPP in development cooperation, and draw lessons for development communication and education.
- Considering that private sector companies often speak another “language” than that of the traditional partners of EPOL. They do not want to be “educated”, but treated as equal partners. Unlike CSOs, they are not/do not perceive themselves as recipients of public funds. Identification of common interests, of win-win situations are at the forefront. This might also include acceptance of different or even conflicting

viewpoints.

- Exploring alternative possibilities to get support and raise funds through foundations. In Ireland some CSOs have found it easier to get funding from foundations than in the private sector). However, it is acknowledged that due to tax reasons this might not work so easily in Austria.

Moreover, EPOL should reflect on how it could best become a catalyst, playing an intermediary role between the private sector and the economy, and the “development community” and its partners. This catalyst role would be essential to further increase participation and support from the private sector into development communication and cooperation.

Main implementation responsibility: ADA EPOL, ADA partners

8.2 Operational level

8.2.1 Conclusion & recommendation 3: Reaching a broader public

The work of the Unit only reaches a limited proportion of the population -, mainly better educated, academic, urban target groups. Students and young people are usually reached through the educational network and more traditional multipliers, such as youth clubs and libraries. The wider population, such as consumers, tend to be addressed through campaigns. The findings of this evaluation, however, suggest that more needs to be done to reach more marginalised and difficult to access target groups.

This conclusion is based mainly on EQ9, 10, 12, 14, 16 and 19.

Since 2006, and even since the development of the Strategy in 2009, both the overall amount of information available and the ways in which it is disseminated and accessed has changed.

Classical print media, brochures, calendars, and even radio and TV are no longer as dominant and wide reaching (especially for younger generations) as they used to be. Across all target groups, the number of people who access (and share) stories and information (at low or no cost) through internet, and social media is increasing. Teachers download material for school from YouTube rather than going to the library, primary school children communicate via skype with schools in South America, retiree download information on touristic places or nutrition facts, and communicate electronically with their children and grandchildren. Not only for younger people, new media are cheaper and more attractive.

This also makes it easier to adapt to demographic changes. Today’s media landscape is very diverse, but the internet does make it feasible to reach and mobilise people of all ages, although this requires a well-conceived strategy.

This is widely discussed and recognised among ADA partners – nonetheless a very significant amount of their budgets is still allocated to more traditional information and communication media, using traditional (and expensive) print distribution channels.

It is recommended that **new target groups be reached** (which is one of the strategic objectives given in the strategy), in particular younger people from different social and educational backgrounds, and while at the same time taking advantage of demographic changes.

Paying more attention to communication expertise should lead to better targeted, more efficient and effective use of communication instruments, thus also helping to improve the impact on the broader public.

Based on already existing experiences and good practice this could include:

- The various target segments and their preferred communication channels be analysed and carefully defined and that the partners be encouraged to do likewise, devising strategies to provide information in the appropriate format.
- Greater focus on “communication expertise” be promoted during the design and selection of new projects (for example one examination criteria for the project design should focus on whether an appropriate communication strategy is included) identifying and funding an CSO which might focus in particular on developing and piloting new media expertise, approaches, platforms and capacities be considered, (e.g. providing support to other CSOs, not all of whom might be able to devote considerable capacities to developing online and social media campaigns). Common (one-stop shop) platforms might also make it easier for the public to find the wide array of information made available by the various partners on a particular theme.
- The negative implications of requiring the CSOs to raise funding through selling their information tools be considered very carefully. This means that the quality information materials available are not being found on Youtube, and that much more dubious content is preferred.
- Furthermore it should be considered that in order to draw younger people’s attention to a specific topic, or even to change their behaviour, it is often important to reach a critical mass of mindfulness within their peer groups. This requires a fairly intensive and savvy social media strategy.
- Finally it is recommended to take advantage of demographic changes by addressing and using retiree, encourage voluntary work. Good practice example: Voluntaris – weltweit Erfahrungen teilen”, “ÖJAB-Österreichische Jungarbeiterbewegung: Globales Lernen neuer Generationen”, and the model test on intergenerational learning carried out in Germany (Julia Franz/Anette Scheunpflug).

Main implementation responsibility: ADA EPOL, ADA partners

8.2.2 Conclusion & recommendation 4: Globalization – new topics and starting points for Development Communication and Education - positioning, mainstreaming global issues

Topics, which especially attract the attention of younger people to global issues, have changed compared to 20 years ago. With individuals being exposed to a surfeit of information, Development Communication and Education has to focus more on support in finding and selecting appropriate information, understanding information and relating it to the issues the individual is confronted by. Partners are in the process of taking up these new challenges. There is potential to further integrate development cooperation and global thinking into sector policies, and to merge different sectoral approaches to a more holistic view on global issues.

This conclusion is based mainly on EQ 2, 4, 9, 12, 14 and 19.

It became clear throughout the evaluation (e.g. through interviews with ADA and partners, and review of documentation) that topics, which especially attract the attention of younger people to global issues, have changed compared to 20 years ago. Global changes as experienced during the financial crisis, discussions about climate change, but also questions about healthy food or migration all help to raise the level of awareness about global dependencies as citizens experience this more directly (“the 3rd world comes closer”). Public funding of CS activities is still segmented according to a distribution per sector. A number of CSOs and organisations active in the area of Development Communication and Education run projects in different sectors, such as

- Development and development cooperation issues;
- Environmental and sustainable development issues;
- Integration issues, work with migrants.

and apply for funds under different sectoral headings, from different sources including federal ministries, Länder Governments, municipalities, and private foundations and, finally, from citizens' voluntary contributions. .

Considering new topics and entry points as well as a more holistic approach to development communication and education it is recommended that:

- More “integrated” projects and programs be encouraged within ADA technical units, aimed at understanding interdependencies (e.g. EPOL could pro-actively approach the other technical units to link up projects in developing countries with EPOL initiatives and projects). Or ADA management initiates the development of ‘integrated projects’ which – in addition to helping outside beneficiaries – contribute to improved ADA internal cooperation.
- A mapping exercise be launched, in which a large part of the ongoing programmes, projects and initiatives are presented and related to each other. This will help identify target groups and gaps. It will also help to identify duplications and encourage the CSOs to join forces in order to increase their coverage of target groups in the various sub-sectors.
- Better use be made of interactive tools, of tools such as hangouts, etc. This could easily facilitate projects involving school children in other countries, for example. Once such strategies are developed and shared, they have the benefit of being very cheap to implement (good practice example from Ms Tiefenbacher).
- Efforts to relate information provided to the individual and its environment be further increased, e.g. water and climate, “How does climate change affect us? And how does it already have an impact on others?” The linking of realities should be even more emphasised (good practice example: Südwind publication “wie kommt der Kakao in die Tasse”).

To **streamline sector policies**, it is recommended to link with other line ministries, sectors, communities and town councils, to look for entry points as “junior partner”, and to facilitate development of a more holistic understanding of sectoral and global changes.

Main implementation responsibility: ADA management, ADA EPOL, ADA EPOL partners

8.3 Organisational level

8.3.1 Conclusion & recommendation 5: Organisational framework of Austrian Development Communication and Education

The EPOL unit is well placed within ADA: in the perception of all ADA external stakeholders, Development Communication and Education has gained importance by being integrated into ADA. However, there is a need for (and interest in) more systematic and structured communication and cooperation between the Unit and other ADA entities.

This conclusion is based mainly on EQ12, 13 and 16.

Along with the NGO Cooperation International Unit, EPOL forms the department “Funding Civil Society”. The name of the Department indicates the work and funding mode, which is different from the other Departments, especially from the Projects and Programmes Department, which is responsible for managing development cooperation in partner countries. However, distance and proximity also differ both within the Department and

between the two Units of the Department, and other Department and Units in the house. Partners and target groups are different, regarding immediate objectives e.g. EPOL is much closer to the ADA Unit for Information and Communication compared to NGO Cooperation International, whose partners target similar groups to Projects and Programs.

The Unit is integrated within ADA insofar as it participates in meetings at the level of heads of unit and heads of department, formal meetings, and informal lunch-time meetings and personal relationships. However, the location on the 2nd floor somewhat separates the Unit from the other substantive Units, all of which are on the 3rd floor.

Even though the Unit shares a number of thematic contact points with other Departments, as well as a number of partners who are active in both Development Communication and Education and in development cooperation, more systematic planning is necessary to develop connections and synergies between “Funding Civil Society”, “Development Communication and Education” and “Programmes and Projects” in partner countries, or with “Economy as Partner”. Efforts have to be made to bring the work of the different Units and Departments closer together, i.e. to identify possibilities to develop joint action and to combine existing potential and knowledge of ADA and partners. More concentrated efforts could create synergies and make the work of the Department and the unit more efficient and effective, e.g. providing internal support and clarifying the functions of the different services. Possible synergies between the work of the different departments to promote priority topics and events are not fully utilised.

It is recommended **that the profile of the Unit within the whole organisation be clarified**. Greater clarity is required concerning the core functions of the Unit (support CS partners in working on development communication and education in Austria) and how this might support other Units (support Austrian development cooperation in quality management and in linking work in development countries with Austrian citizens). Consideration should also be given as to how the Unit could interface more effectively with other parts of the organisation. This recommendation is closely connected with conclusion and recommendations 1.

Recommendations include:

- Pro-actively identifying possibilities for linking up with ADA’s development cooperation work by systematically taking up, planning and recording cooperation between EPOL and the annual work programmes of the other ADA Departments and Units (similar to what is already taking place with the ADA Unit for Information and Communication).
- Continue and reinforce joint planning of events such as “2015 – European Year of development” which can become a good practice example and should be showcased on the website and the intranet (currently in development).
- Continue and reinforce identification of win-win situations and synergies when working with partners. For example, research (e.g. on gender issues) carried out as part of EPOL’s support to the Stiftungsprofessur, can be utilised by the “Quality Assurance and Knowledge Management” team, ÖFSE’s research on BRICS can support “Private Sector Development” in entering into discussions with private sector, “Private Sector Development” can support EPOL partners in establishing contacts with private sector entities, etc.
- A common internal discussion platform is the thematic Tuesday (“Themendienstag”): EPOL should regularly take over one thematic Tuesday, and use this, for example, to present topics for which there are dissenting views. These might set a good example by showing that “dialogue” does not necessarily have to be consensus driven.
- Developing a job rotation system within the organization in order to encourage and strengthen internal cooperation and reduce the tendency to work in “silos”.
- Evaluating the work done under priority topics (mentioned in the three-year

programme), esp. regarding internal and external networks. This evaluation should best be implemented along with internal and external partners during the 2nd year of the implementation of the priority topic (planning of new priority topic).

Main implementation responsibility: ADA EPOL, ADA management

8.3.2 Conclusion & recommendation 6: Role and function of EPOL Unit for Development Communication and Education in Austria

The evaluation confirms that the unit plays an important and opinion forming role for Development Communication and Education. The head of the Unit is a recognised expert for Global Education and is significantly involved in conceptual, policy and international work and discussion on the subject in Austria and elsewhere within the European Union. EPOL staff members have a dual role for partners: they have a strong advisory and support function, and, at the same time, they have an administrative function with regard to funding decisions, monitoring and controlling of the proper use of funds. Consequently, when there is a heavy administrative workload, there is a danger that the advisory and support function can no longer be properly fulfilled any more.

This conclusion is based mainly on EQ 6, 7, 12, 16, 17 and 18.

Complementary to the conceptual and scientific work carried out by the Head of Unit, EPOL staff members support partners in their efforts to translate the strategy and policies into concrete actions. The Unit plays an important role in particular during project design and preparation: by encouraging, informing and helping partners to prepare proposals, as well as by facilitating networking and cooperation between partners. New partners need more guidance compared to "old" partners, especially when it comes to administrative requirements. Direct contacts and visits are easier within Vienna, compared to communication with partners from the Regions. Thus, the EPOL staff perceives itself above all as a "partner", advising the NGOs, supporting and helping them to further develop their capacity, their strategies, etc.

From the perspective of NGOs and Civil Society, however, they are also a funding authority "Fördergeber", responsible for making decisions about who will, and who will not, receive government funds. This can create an area of tension and even endanger the support and advisory function, especially when – due to the high administrative workload – the remaining time for "content" work is scarce. However, most partners perceive staff members of the Unit as partners, even though this perception fades with increasing geographic distance from Vienna and institutional (from the experienced and well established partners) distance.

To **strengthen EPOL's support and advisory function** it is recommended to:

- Follow the "subsidiary principle" as far as possible. Clearly define the core functions of the unit and distribute work within the Unit accordingly
- Further investigate possibilities to bundle, delegate and outsource guidance on administrative requirements for ADA funded projects. Workshops on project management and financial management as provided so far through ADA EPOL are good practice examples and appreciated by partners. Further investigate possibilities to concentrate numbers of projects in programmes and to outsource programme management and monitoring in particular for small projects, as well as possibilities of outsourcing workshops on administrative requirements, project management requirements for ADA funded projects to AGGV.
- Use the already existing "NRO-days" as a forum, where projects and initiatives (incl. critical issues which might have emerged) are presented and discussed in an open and critical way. The focus should not be on the level of individual projects, but on different areas of work, types of projects, etc. The forum should have the character of

a training and capacity development event on certain topics, drawing lessons learned, defining further capacity development needs related to project design, management and evaluation of projects in the field of development communication and education. Partners, other CSOs or experts should be encouraged to contribute. Partners from outside Vienna should be directly targeted and encouraged to participate; Invite (and co-finance) partners from outside Vienna more explicitly to participate in these events;

- Further investigate possibilities for regular visits of EPOL staff in the regions.

Main implementation responsibility: ADA EPOL

8.4 Administrative level

8.4.1 Conclusion & recommendation 7: Funding instruments – funding civil society, right of initiative – room for innovation

The concept of the “right of initiative” and co-funding of CSO activities has been successful and can be regarded as a good practice. However, the concept is undermined in cases where partner organisations become almost completely dependent on ongoing ADA support or where they can only maintain their scope of work by receiving ADA funding.

In addition, and as indicated above, given conservable long-term commitments, there is a considerable risk that new partners, innovative ideas or interesting solutions do not find their way into EPOL work.

This conclusion is based mainly on EQ 2, 7, 8 and 10.

During the evaluation it became evident that the limited and – considering the inflation rate – decreasing ADA funds for this area of work, the lack of other sources for funding, along with the fear of further reductions in funding, have created a climate which is not conducive to innovation, open discussion, constructive criticism and cooperation.

There is a high degree of competition between recipients of ADA funding for those funds. Since a significant number of frequent recipients of funds are highly dependent on this source of income (in some cases their “survival” depends on these funds), a discussion on relevance and impact for their constituency is superimposed by the discussion on how to get (more) funding and a share of the available funds. In other words, the focus tends to be competing for funds rather than competing for the most promising proposal, the best strategy.

The small project funds which existed until 2008 encouraged newcomers and small initiatives to present proposals; however, it was abolished due to continued lack of funds and doubts regarding efficiency.

The percentage of co-funding granted, i.e. the degree to which organisations have to contribute to activities from sources other than ADA funds, differs, and is questioned by partner organisations. Some CSOs have to come up with 50% co-financing from sources other than ADA (while others can be funded up to 80% or 90% by ADA).

For further improvement and transparency of funding modalities, the following activities and considerations should be taken into account:

- Provide more transparency about the decision-making processes and internal funding rules (overall budget available for a specific call, selection criteria, and reasons for high, medium and low percentages of co-funding).
- Reserve more resources for planning and design to ensure innovation not only through new partners – but also from “old” partners, new networking ideas vs duplication of approaches down through the years.

- Check possibilities to cover funding of ongoing activities of institutions through regular budgets (instead from ADA EPOL budget, which is supposed to support projects and project activities). Clearly communicate that ADA funding is limited in time, intended to be “start-up financing”, initiating or improving processes which should become sustainable.

To further **encourage innovation and give room for smaller initiatives**, the following could be considered:

- Reserve a (low) percentage of the budget for new initiatives.
- Have a small budget line for prizes for good products (e.g. bookmarks produced by primary school students, or a publicity campaign of a company), or events (e.g. tournament for improving cooperation and relationships between a club in Austria and a club in Mozambique, organised by a sports club).

Main implementation responsibility: ADA EPOL

8.4.2 Conclusion & recommendation 8: Project management – monitoring & evaluation

Even though efforts have been made to reduce the overall number of projects, the workload of the individual EPOL staff members for contract management is still considerable. To manage the project cycle, the degree of involvement decreases during the cycle. Overall, human and financial resources for monitoring and evaluation are too limited. This is also a reason why the monitoring is rather based on verifying the implementation of activities rather than on achievement measurement of output and outcome levels. In addition, verification is severely hampered, if not made impossible by the fact that indicators for outputs and particularly for outcomes are mainly descriptive and therefore not measurable. Moreover, there is no standard evaluation procedure in place that could help bring the project back on track if needed.

This conclusion is based mainly on EQ 5, 9, 10 and 15.

The Unit, staffed with three part-time professionals, manages an annual budget of 4 million EUR and has around 100 projects (down from several hundred some years ago) currently being implemented. Big partners' like ÖFSE, VIDC, Südwind, are working under different contractual arrangements with different ADA departments and units, they work under service contracts, are recipients of co-funding, etc. Rules and regulations for the different types of contracts are different, which makes contract management (not only for EPOL staff) costly.

Late budget decisions make time horizons for internal planning very short-term, which gives little possibility for proper planning. Due to annual budget approvals, there is a high degree of insecurity concerning the budget available for the second or subsequent years.

Indicators can be considered weak points and the logical framework is presented with the project application, but does not reappear in later stages of the project cycle. Progress and final reports are mostly activity based at an input-output level. There is no systematic risk assessment or risk monitoring for the funded projects required which could more substantively justify changes during project implementation. External evaluations are not obligatory for all ADA EPOL funded projects. Even for a large and innovative project like Nosso Jogo, no external evaluation is foreseen.

To **make the project management more efficient and effective**, it is recommended that:

- Clear and precise monitoring systems be insisted upon, in particular if partners are working under different types of contracts and funding mechanisms. It needs to be clarified how the funds are used and what is expected of the recipient;

- The overall number of contracts be reduced, especially with big partners, check possibilities for framework contracts;
- Standard indicators for standard outcomes (follow VENRO discussion) be developed;
- A monitoring sheet (good practice ROM of the EC) be drafted which also includes risk monitoring;
- Especially in funding arrangements where primarily staff costs are covered (e.g. Stiftungsprofessur), the objectives, monitoring and reporting arrangements should be clearly specified (good practice example: weltumspannend arbeiten, where the activities which are carried out by the person funded through ADA are listed and agreed upon in detail).
- For further transparency on demarcation between funding and financing modalities and contractual arrangements with big EPOL partners, we recommend a financial audit.

Main implementation responsibility: ADA Management, ADA EPOL

8.4.3 Conclusion & recommendation 9: Good practice

The two advisory committees in place (one for education and science and one for campaigns and culture) provide useful support and comments – and they have proven to be important to the credibility and strengthening of the relevance and impact of Development Communication and Education. However, their potential is not fully used.

This conclusion is based mainly on EQ 11.

The evaluation showed that existence, role and ToRs for the advisory committees is not known to a number of partners. However, having independent and recognised experts participating in the selection and decision-making on projects and distribution of funds, provides added value and lends credibility to decision making.

To **strengthen the role of the advisory committees** the following activities could be considered:

- Review and further develop ToRs for the advisory committees (example GIZ Facharbeitskreise).
- Review the template for presenting recommendations, include option appraisal, risk assessment, and communication strategy.
- Increase the visibility of the advisory committees and provide information on their role to the stakeholders, establish a stronger information stream between the advisory committees and partner organisations, communicate assessments and recommendations of the advisory committees to partner organisations. Make membership more attractive e.g. through raising attention (esp. within the development cooperation “community”) to and awareness of their role and importance, inviting advisory committee members to relevant meetings and discussions, mentioning them in publications, media, etc.;
- Involve advisory committees in evaluation (e.g. in reference groups).

Main implementation responsibility: ADA EPOL

9 Annexes

Annex 1 – Answers to the evaluation questions (from ToR)

The following table lists in brief the team's answers to the main aspects of the evaluation questions (from the ToRs). The answers are based on the data collection grid which was used by the evaluators for data collection, and for "safeguarding" of findings. The answers should serve as a quick overview on the main aspects of the evaluation questions. More detailed information and explanations can be found in the main report.

Relevance

<i>EQs</i>	<i>Short answers</i>
EQ1 What is the theoretical basis (theory of change) of this area of work? Are the objectives clearly defined?	There are four action fields defined in the Strategy for Development Communication & Education in Austria. For these action fields different (intended) theories of change apply and expected outcomes differ.
EQ2 Does the current strategy from 2009 still provide operational guidance and is it still relevant for ADA and relevant stakeholders? How is the strategy implemented? Is the project selection relevant regarding strategic/thematic/methodological approaches? Is the preferred funding of actors in civil society justified?	When formulated in 2009, the strategy integrated and expressed existing EPOL practice and understanding, and it still provides the framework for annual workplans, funding decisions, etc. As a strategy, it is not an operational document. An action plan (medium term, between strategy and annual workplans) is missing. The strategy is not entirely consistent, and definitions (esp. regarding the subject Development Communication and Education, but as well regarding scope and validity of the strategy) are not precise enough. It provides an "umbrella" for a broad variety of different activities and projects. The highest share of available funds goes into education/ global learning. Funding civil society facilitates additional fundraising.
EQ3 What is the conceptual understanding of development communication and education of different stakeholders? Which expectations do they have towards the area of work?	There is a different understanding on whether PR, awareness raising on importance of development cooperation, are covered by the strategy and the subject (open-ended, non-directive cognitive processes vs manipulation). Partners expect lobbying for maintained funding of activities. Within ADA there is a clear demand and readiness for more communication and cooperation with the Unit. FMEIA expects more consultation and exchange with the Unit.
EQ4 How were initiatives and medium-term topics selected, and how are they implemented?	The evaluation team has not come across operational documents or guidelines on prioritisation of medium-term topics. For identifying and decision making on the annual main topics, there is no standard procedure in place. One year validity for the annual topics is too short.

Efficiency

<i>EQs</i>	<i>Short answers</i>
EQ5 How efficient are the existing processes regarding project management? Are there any losses through friction and ambiguous regulations, if so which ones?	In general, project management carried out by the EPOL unit has found to be efficient; however, the workload on individual staff members is relatively high. For small projects and new partners procedures are cumbersome. EPOL has to follow ADA procedures, which are not efficient for very small projects. The larger organisations are used to ADAs administrative and financial requirements. Some of those receiving funding from several sources try to have one project with one funding institution, in order to simplify administration. Länder governments and municipal authorities' requirements are less demanding, but the amounts tend to be smaller. The EU requirements are by far the most complex, even for organisations which do not have the project lead. For small organisations, financial management is a constraint, if they cannot assure the cash flow. No case of incorrect behaviour has been reported to the evaluation team. In the APPEAR programme, administration of projects is tendered out which allowed for reorienting internal resources towards strategy and debate of content-related issues. Several interlocutors proposed to outsource administration of a

EQs	Short answers
	budget line for small projects. This does not necessarily mean reverting to the old KommEnt model.
EQ6 Are the advisory services provided by the department FCS adequate? How are they judged by partners?	Advisory and support are mainly given during project preparation. Partners are very satisfied. Support for dealing with ADA administrative requirements (workshop for partners) are offered and appreciated.
EQ7 Do ADA's funding conditions permit applicants and partners to be efficient? How do partners value the activities of ADA? How efficiently do our partners work?	In general, the evaluation team found that funding conditions permit applicants and partners to be efficient. However, there are cases of linear budget cuts, insecurity about budget, and late funding decisions which can result in delayed project start and endanger proper (according to plan) project implementation. For many applicants, it seems that they have been informed early by ADA whether their proposal was interesting and whether they would get funding. In some cases, they obtained a lower amount compared to what they asked for. The application process contrasts positively with the high amount of work, and also costs, for EU proposals, where applicants remain over a long time period completely unaware of the approval or rejection of their proposals. For some applicants, it is not understandable why some organisations get 70 %, 80 % or 90 % funding, but for others, there is a "cap" at 50 %, although they are not "rich" organisations No in-depth assessment of efficiency of funded projects was carried out.
EQ8 Are the funding instruments adequate? Are any improvements necessary, if so, which ones?	In general funding instruments have found to be adequate. However, there are discussions and a lack of transparency about 'own contribution', share of the project budgets which have to be provided by partners.

Effectiveness

EQs	Short answers
EQ9 How effective is the funding system?	Due to the relatively low budget available, the evaluation team found high competition on funds and dependency on ADA funding, undermining the effectiveness of the funding system: competition on funds instead of competition on most effective approach. In all the projects reviewed, activities carried out corresponded with what was planned. Due to lack of clear links between activities and expected outputs and outcome, long effect chains (working through multipliers) and lack of control and attribution, it is very difficult to find evidence for outcome achievement. The majority of objectives given in project documents are not operationalised (no SMART indicators). Thus, it is difficult to judge which activities are more effective compared to others. In a number of cases project funding has changed during application or implementation without changing project objectives. There is a broad consensus among major stakeholders that new target groups and the broader public should be addressed, but so far the activities of partners do not reach the broader public.
EQ10 What are reasons in favour of support to long-term programmes, which reasons speak against them? How reasonable are long-term programmes?	In general, long-term programs tend to be more efficient and it is more likely that they produce more sustainable outcomes. However, there is the danger of core funding, and of losing "freedom of choice". Some organisations almost fully depend on ADA funding, if ADA funding phases out, their further existence is endangered. Similarly: if posts are funded over several years. Advantages of long term programmes: they support either mechanisms, existence and survival of institutions, and capacity development of long-term partners (for example they can keep their staff, they invest into staff, staff becomes more professional). This gives them a higher degree of sustainability, but in most cases the institutions are only sustainable as long as they receive external funding, and most of them do not see funding opportunities different from ADA. Moreover, long term programs can be more efficient, , but at the same time makes it difficult for newcomers to enter this "closed group
EQ11 How effective and efficient are the advisory committees?	The advisory committees are found to be important and recognized, but not visible for all partners. The committees give credibility to ADA work and facilitate networking with other Ministries and academia.

EQs	Short answers
<p>EQ12 How is the communication within the department FCS, with other ADA organisational units and with FMEIA? Who are the partners in the area of work? Does the department FCS cooperate with the “right” partners in Austria and internationally? Are there co-operations with all partners mentioned in the strategy? Are some groups preferred, if so, why? How is the concept of “multipliers” implemented? Who are the target groups of our partner-organisations?</p>	<p>ADA FCS’s work modes are different from other parts of ADA. Additionally, FCS – NGO cooperation international’s work modes (and partners) are different from FCS EPOL. With some units (e.g. ADA Unit for Information and Communication), ADA EPOL established close collaboration. However, in general, the EPOL unit is not fully integrated into ADA leading to un-used synergies and potentials.</p> <p>Regarding communication with FMEIA, FCS is acting as interface between FMEIA and CS partners. EPOL has a number of experienced “old” partners. New partners (in development cooperation) become more important as well for EPOL (as partners and as target groups).</p> <p>From the perspective of ADA, partners are perceived as multipliers. Most of the partners (especially in the field of education) further work through multipliers. This makes the results chain very long, leading to difficulties to measure effects on the level of target groups mentioned in the strategy.</p> <p>Partners mentioned and listed in the strategy are ‘public as well as private institutions, interest groups, churches, the media, industry and trade, the academic sector, educational and cultural institutions...all of them should participate in the work and debate about development issues...’ (p4). EPOL does not cooperate in the same intensity with all these potential partners, cooperation with the media as well as with industry and trade is under represented.</p> <p>EPOL has very limited formal communications with other departments: There is strong line management in ADA and limited contact between the departments. There are some regular formal structures, such as the thematic Tuesday(“Themendienstag”) that allow for discussion and debate but these allow for conversations just once or twice a year. EPOL is more integrated into the work of the PR department (for example through quarterly meetings at which they identify themes and story lines, the ADA Unit for Information and Communication also sits in on their regular meetings). However, the desire for more structured debate and strategising was expressed. While ADA implements the strategies of the FMEIA, it was expressed that responsiveness and time needed to react on proposals from EPOL could be improved.</p> <p>In terms of its ability to reach out to partners in Austria, the survey suggests that if they wanted to reach all kinds of groups, the print media are a particularly important channel, followed by schools. A sizeable number of respondents feel that ADA has managed to draw great connections between global questions and Development policies. However, the majority feels that the situation is the same as before or simply doesn’t know. In general, the survey suggests that no overall unanimity exists with regards to the effectiveness and reach of ADA’s work</p>
<p>EQ13 Is the department FCS successful in placing its experiences and work within ADA?</p>	<p>The evaluation team found good and formalised cooperation and coordination between ADA EPOL and ADA Unit for Information and Communication. Moreover, more ad hoc communication and coordination with thematic units was identified. EPOL is working within Austria, its partners and target groups are different from partners and target groups of other units. In general, exchange of experience has found to be limited.</p> <p>The staff members of the Development Communication and Education Unit within the Department Funding Civil Society underline the advantages of being within ADA and merged with Funding Civil Society projects in partner countries: Being with NGO cooperation international is an affirmation of the importance of civil society in development education and in development cooperation.</p> <ol style="list-style-type: none"> 1) Being integrated in ADA means being closer to the main agencies dealing with development cooperation in Austria (FMEIA and ADA). 2) Being a relatively small unit, EPOL cannot provide specific expertise in all relevant areas, being within ADA facilitates access to multiple and diverse expertise in many fields of interest. 3) Being within ADA facilitates the participation in Europe-wide campaigns, such as Clean Cloth, but also other policy fields. <p>But there are also negative aspects:</p>

EQs	Short answers
	<ol style="list-style-type: none"> 1) The Development Education unit is small and its projects are quite different from the projects implemented by other Departments within ADA. 2) They have to follow a set of procedures shaped for larger development cooperation projects, the correspondence tends to be bureaucratic and drawing up contracts is time-consuming. 3) No real synergies have developed since the merger of the Development Communication and Education Unit with the unit NGO Cooperation International. <p>The view from outside, from other ADA departments and units is mixed:</p> <ol style="list-style-type: none"> 1) The merger of the two units has reinforced the status of the cooperation with Civil Society within the overall development cooperation. 2) EPOL is very present in Austrian development cooperation, as compared with many other countries' bilateral cooperation agencies. But the core business of a development cooperation agency is to implement programmes and projects in and with the partner countries. 3) There are opportunities for improvement: Instead of collaborative groups (Arbeitsgemeinschaften), collaboration between departments should be strengthened institutionally. e.g. the mutual participation in advisory committees etc. EPOL could take more initiatives, e.g. through the thematic Tuesdays. The input should be in line with the current discourse (core subjects) <p>The distribution of work load is also a subject of debate: in the NGO Cooperation International unit, three programme officers deal with 150 projects, 2 of the colleagues work only 30 hours per week. EPOL has the same number of staff or more (full time equivalents) for a much smaller number of projects.</p>
<p>EQ14 Are there other cooperations that go beyond the development sector, i.e. co-operations with education, science, culture, media, environment, economics, social areas? (E.g. through the integration of the area of work into the respective portfolio or through funding). Are there institutional public-public and public-private co- operations?</p>	<p>There is sector coordination in the field of education, global learning. Other sectors are taking up global issues, and have parallel funding instruments. There are public-private cooperations, e.g. between ADA EPOL and ÖGB, however ÖGB is in the position of beneficiary/recipient of funds. Few public-public initiatives.</p>
<p>EQ15 Which monitoring and evaluation mechanisms are established in the area of work? How do our partners measure their effects/impacts and which M & E systems are used by our partners? How is the information generated being used?</p>	<p>There is no standard M&E system recommended or used for ADA EPOL funded projects. A broad variety of indicators is used, the majority of them are rather qualitative (and not validated) than quantitative indicators. Project progress is discussed with partners during meetings. Evaluations are not obligatory. For evaluations carried out, a management response sheet is filled in and followed up.</p>
<p>EQ16 Is the potential of our partners utilised by ADA, and if so, what? What additional potential exists?</p>	<p>Partners are presenting their proposals and approaches, <i>in response</i> to a call from ADA. ADA EPOL is using specific knowledge and experience of partners in different areas (e.g. tourism, child rights, culture, campaigns...) through encouraging and funding of projects. In this sense, EPOL is more pro-active and demanding, and partners further develop projects according to ADA requirements.</p>
<p>EQ17 How do our partners network with each other or exchange information? Which role does ADA play in this process?</p>	<p>There are strong efforts made to concentrate and/or merge partners and activities of different partners. The driving force behind this is more related to economy/efficiency, and not to impact/effectiveness. Some partners are afraid to receive less funds (in total) if they merge.</p>

Impact

<i>EQs</i>	<i>Short answers</i>
EQ18 How has the area of work contributed to a qualified development policy in Austria? Which effects were intended, which were not? Are changes visible, if so, which ones?	Through networking and lobbying together with partners, ADA EPOL has succeeded in maintaining the same amount of budget over the years. More people are better informed about global issues. Global events of common interest have been used to initiate a rethinking of the image of the “Third World”. Public perception is still more about “helping”, less about cooperation. The financial crisis has raised more interest in global issues. This cause has been taken up by initiatives and in partner projects (e.g. concerning the role of China). In this way new and old partners can be brought together, such as in ÖFSE’s high level forum on China and BRICs (interesting for scientists, but as well for economic operators, or people who are looking for work in China or who want to attract Chinese investment in Europe). There is still more potential for joining forces and forming focal points, e.g. combination with ÖGB’s brochure on working in China and ÖGBs cooperation with Chinese trade unions and field visits for Austrian representatives from work councils in China. Long term impacts are very difficult to measure and – even more - to attribute. From triangulating information (e.g. through surveys, interviews and the review of reports) on different topics, such as increased level of information on development cooperation related issues, positive attitude towards development cooperation, or changes in consumer behaviour, there is some evidence that a high share of the people or groups, who are reached by EPOL funded activities, reinforce attitudes.
EQ19 Does ADA contribute to the further development of this area of work? Where and how could it?	ADA is a main player in development cooperation. ADA EPOL plays a role in national and European debate especially concerning global education. Use of new media is an important issue. Identifying and addressing new partners could be another important contribution.
EQ20 How successful are the interventions of our partners in the area of work and how do they contribute to development communication and education in Austria? What has changed according to these interventions?	With the exception of some of the bigger campaigns, activities of partners reach mostly already pre-informed, sensitised people. Awareness on global issues and even more changed behaviour taking into consideration global aspects is still a “niche phenomenon”.

Sustainability

<i>EQs</i>	<i>Short answers</i>
EQ21 Are supported projects sustained after the phasing out of ADA? Are supported partners able to survive without ADA financing?	In most of projects reviewed, due to weak self-financing and lack of alternative sources, it is likely that even the bigger organisations will face difficulties to survive without ADA funding. In some few cases start-up financing (e.g. Stiftungsprofessur, FAIRTRADE Austria) will lead/ has led to permanent funding.

Other questions

<i>EQs</i>	<i>Short answers</i>
EQ22 Which challenges does the area of work face in general and in particular in future?	A general challenge is indeed the consistent but also very low budget. From the point of view of the evaluators this requires concentration of resources, in order not to get bogged down, not to spread scarce resources too thinly. This should be reflected in the revision of the strategy. Another challenge is linked to “generational changes” in decision-making functions in ADA and in partner organisations and on the level of target groups. Another challenge are new communication media, styles and practices, which might differ between target groups.
EQ23 How is gender considered in the area of work?	The evaluation found general agreement that gender is important, e.g. in all documents spelling is gender-harmonised. The evaluation team did not find gender disaggregated indicators and – apart from gender projects, which are aiming at gender relevant outcomes - did not find specific gender-relevant outputs.
EQ24 What can the area of work learn from other	Elaborate – in addition to a strategy – a more operational guidance document for the area of work. Check which activities

<i>EQs</i>	<i>Short answers</i>
national and international donors?	can be outsourced, e.g. delegated to CSO platforms. Raise more interest for advisory committees. Support search (of partners) for additional funding sources. Support development of standard M&E systems for EPOL projects. Facilitate contacts with new partners. Support research and pilot exercises on new communication tools.

Annex 2 – List of people interviewed

The table below provides an overview of the people interviewed during the evaluation.

Table 3 *List of people interviewed during the evaluation*

Name	First name	Organisations/Institution
Adam	Gerhard	Südwind Agentur – Regionalstelle Steiermark, Director
Baglio	Angelo	EuropeAid, Head of Unit Civil Society and Local Authorities
Baumgartner	Christian	Naturfreunde Internationale, respect
Cruz	Pedro	Plataforma ONGD, Director
Curti	Ilda	City of Turin, Deputy Mayor for Youth, Gender Equality and Urban Regeneration Policies
Dannecker	Petra	Universität Wien, Internationale Entwicklung
Elßer-Eible	Maria	Landesregierung Steiermark
Eschig	Gabriele	Österreichische UNESCO Kommission, Secretary General, ADA-Fachbeirat
Geary	Frank	Irish Development Education Association (IDEA), Director
Gebru-Zeilermayr	Doris	Austrian Development Agency (ADA), Head of Unit (Leiterin) Information & Communication
Grobbauer	Heidi	Gesellschaft für Kommunikation und Entwicklung (KommEnt) Salzburg
Hartmeyer	Helmuth	Austrian Development Agency (ADA), Head of Unit (Leiter), Funding Civil Society.
Hengl	Laurence	Austrian Development Agency (ADA), Evaluation
Hinger	Sylvia	Austrian Development Agency (ADA), NGO Cooperation International
Hödl	Heinz	Koordinierungsstelle der Österreichischen Bischofskonferenz (KOO)
Jeffreson	Seamus	Confederation for Relief and Development (CONCORD Europe), Director
Kainz	Martin	Wiener Institut für internationalen Dialog und Zusammenarbeit (VIDC)
Kirner	Hartwig	FAIRTRADE
Kneissl	Petra	Austrian Development Agency (ADA), Development Communication and Education in Austria
Koch	Evelyn	Austrian Development Agency (ADA), Development Communication and Education in Austria
Kohlweg	Karin	Austrian Development Agency (ADA), Head of Unit (Leiterin), Evaluation
Konzet	Barbara	Austrian Development Agency (ADA), NGO Cooperation International
Krenn	Martin	Hilfswerk der Katholischen Jungschar/Dreikönigsaktion
Lappalainen	Rili	Secretary General KEHYS, the Finnish NGO Platform to the EU and CONCORD Board Member
Ledolter	Martin	Austrian Development Agency (ADA), Managing Director
Mair	Anton	FMEIA (BMeiA), Abt. Entwicklungspolitik, Strategie und Evaluierung
McCloskey	Stephen	Centre for Global Education, Director
McCormac	Bobby	Development Perspectives, Director
Müllauer	Kurt	Wirtschaftskammer Österreich, Außenhandel
Neuberg	Alexis	Afrika Vernetzungsplattform (AVP)
Novy	Andreas	Wirtschaftsuniversität Wien
Obrecht	Andreas	ÖAD, Kommission für Entwicklungsfragen (KEF)
Pereira	Luisa Teutônia	Centro de Intervenção para o Desenvolvimento Amílcar Cabral
Pfeffer	Alexander	Südwind Agentur
Pfeisinger	Gerhard	Bundesministerium für Wissenschaft und Forschung, ADA-Fachbeirat
Raza	Werner	Österreichische Forschungsförderung für Internationale Entwicklung (ÖFSE)
Remler-Schöberl	Rudolf	Hilfswerk der Katholischen Jungschar/Dreikönigsaktion
Santos	Ana Teresa	Instituto Marquês de Valle Flor (MVF)
Schachner	Elfriede	Südwind Agentur
Schall	Gunter	Austrian Development Agency (ADA), Head of Department

Name	First name	Organisations/Institution
		(Referatsleiter), Private Sector Development
Scherb	Margit	Austrian Development Agency (ADA), Head of Department (Referatsleiterin), Quality Assurance & Knowledge Management
Scheunpflug	Annette	Universität Bamberg
Schickl-Schmitz	Irene	Austrian Development Agency (ADA), EPOL
Schmid	Andrea	Austrian Development Agency (ADA), Head of Department (Referatsleiterin), NGO Cooperation International
Schmidjell	Franz	Wiener Institut für internationalen Dialog und Zusammenarbeit (VIDC)
Schmölzer	Andrea	Österreichisches Bundesministerium für Bildung und Frauen
Schmon	Barbara	Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft, ADA-Fachbeirat
Schreiner	Dietmar	Welthaus Graz
Simon	Norbert	Austrian Development Agency (ADA), Head of Unit (Leiter), Finance and Audit
Steinhäusl	Helene	FMEIA (BMeiA), Entwicklungs- u. Ostzusammenarbeit, Koordination in Österreich, Information
Steller	Ursula	Austrian Development Agency (ADA), Head of Department (Referatsleiterin), Countries & Regions
Tebbich	Heide	BAOBAB – Globales Lernen
Tiefenbacher	Erika	Headmaster
Torres	Antonio	Instituto Camões
Traxler	Gottfried	Austrian Development Agency (ADA), Business Partnerships
Troll	Tobias	DEEEP Project, CONCORD Europe, Brussels
Unger	Claudia	Afro Asiatisches Institut Graz (AAI), Head of institute
Vilim	Annelies	AG Globale Verantwortung
Wachter	Kurt	Wiener Institut für internationalen Dialog und Zusammenarbeit (VIDC)
Wall-Strasser	Sepp	Österreichischer Gewerkschaftsbund, weltumspannend arbeiten
Winkler	Astrid	ECPAT Österreich, Managing Director
Zeiner	Robert	Austrian Development Agency (ADA), Head of Unit (Leiter), Programmes and Projects International

Annex 3 – List of documents and sources of information

Strategic framework

Arbeitsgemeinschaft Entwicklungszusammenarbeit (2006): Positionspapier von AGEZ und EU-Plattform zur entwicklungspolitischen Inlandsarbeit.

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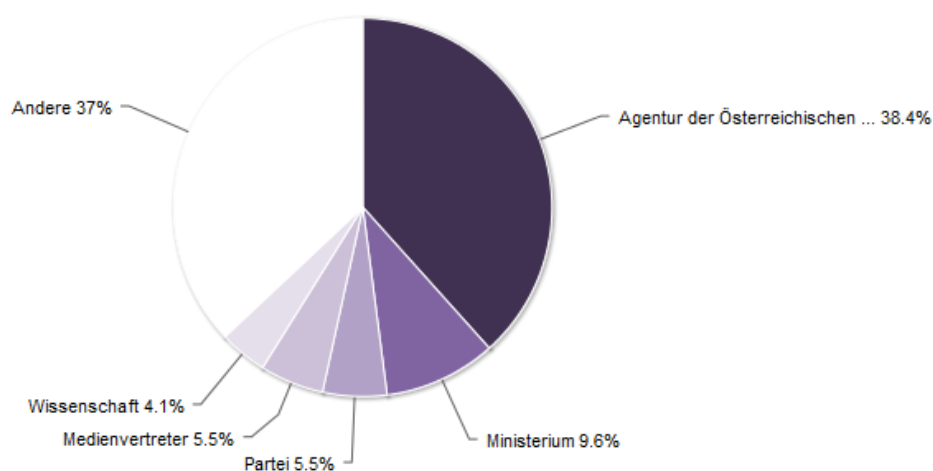
Annex 4 – Survey Summary Report

Survey: ADA - Evaluierung der entwicklungspolitischen Kommunikation und Bildung in Österreich, 2006 - 2013⁵²

4. Bitte geben Sie an, welcher Beschäftigungsgruppe/Institution Sie zugehören:

Value	Count	Percent
Agentur der Österreichischen Entwicklungszusammenarbeit	28	38.4%
Ministerium	7	9.6%
Partei	4	5.5%
Medienvertreter	4	5.5%
Wissenschaft	3	4.1%
Andere	27	37.0%

Statistics	
Total Responses	73

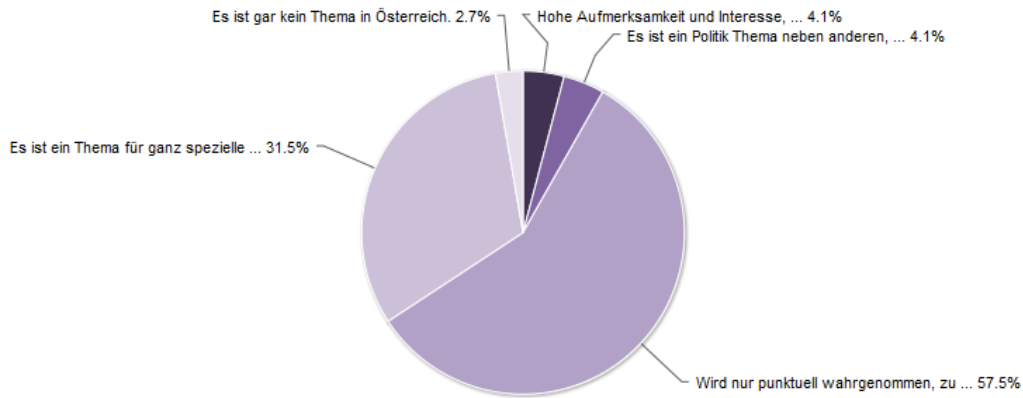


5. Wie viel Aufmerksamkeit haben Ihrer Meinung nach entwicklungspolitische Fragen in der österreichischen Öffentlichkeit?

Value	Count	Percent
Hohe Aufmerksamkeit und Interesse, Entwicklungspolitik wird ernst genommen.	3	4.1%
Es ist ein Politik Thema neben anderen, aber durchaus sichtbar.	3	4.1%
Wird nur punktuell wahrgenommen, zu bestimmten Anlässen oder Vorfällen.	42	57.5%
Es ist ein Thema für ganz spezielle Gruppen.	23	31.5%
Es ist gar kein Thema in Österreich.	2	2.7%

Statistics	
Total Responses	73

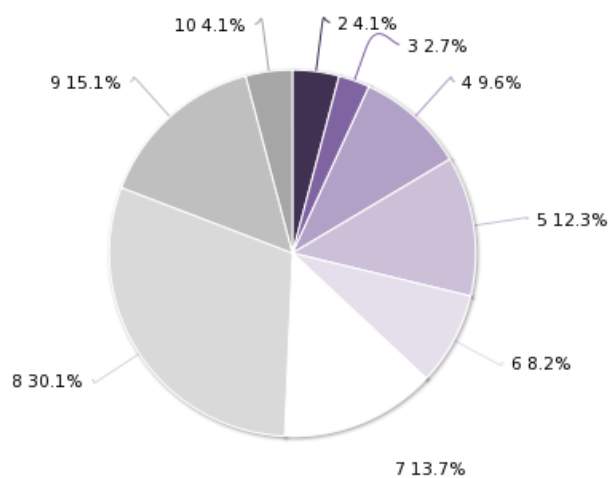
⁵²For reasons of confidentiality as well as clarity and comprehensibility, questions with open textboxes and/or free comment options are not included in the present survey report.



6. Wie stark, glauben Sie, wird die von der ADA geführte oder unterstützte entwicklungspolitische Kommunikation und Bildung in Österreich wahrgenommen? Skala von 1 (sehr präsent, sichtbar, bekannt, etc.) bis 10 (überhaupt nicht).

Value	Count	Percent
1	0	0.0%
2	3	4.1%
3	2	2.7%
4	7	9.6%
5	9	12.3%
6	6	8.2%
7	10	13.7%
8	22	30.1%
9	11	15.1%
10	3	4.1%

Statistics	
Total Responses	73
Sum	496.0
Avg.	6.8
StdDev	2.0
Max	10.0



7. Wer, d.h. welche Gruppen aus der folgenden Liste, wird Ihrer Meinung nach von entwicklungspolitischen Kommunikations- und Bildungsmaßnahmen der ADA bzw. durch die ADA finanzierte e.pol Aktivitäten vorrangig erreicht? Bitte ordnen Sie die Gruppen entsprechend ein, beginnend mit der Ihrer Meinung nach am meisten/stärksten erreichten Gruppe.

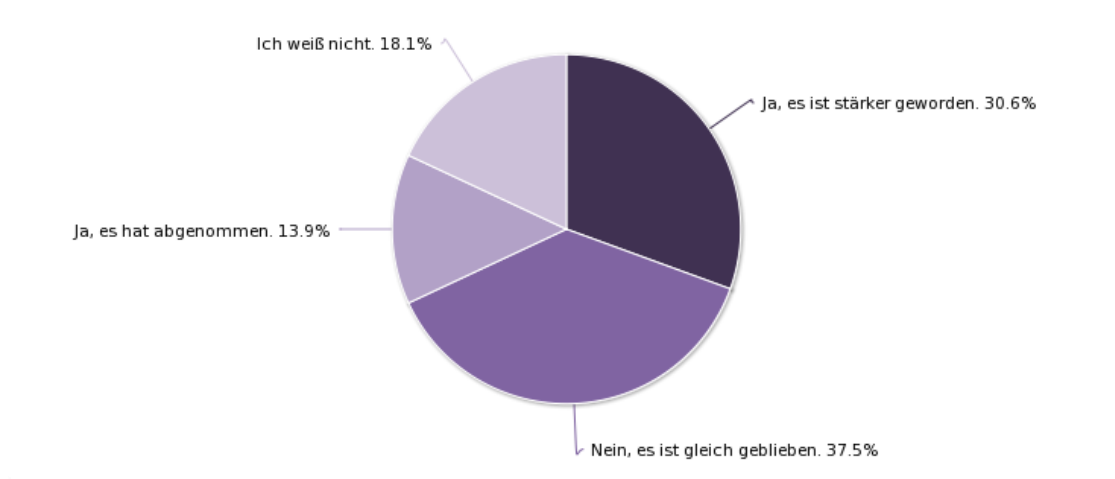
Item	Total Score ¹	Overall Rank
Studenten	790	1
Parlamentarier, Politiker	680	2
Menschen, die an Kultur interessiert sind	675	3
Lehrer, Lehrerausbilder	670	4
Städtische Bevölkerung	504	5
Junge Wissenschaftler	483	6
Menschen, die an Filmen interessiert sind	475	7
Jugendliche	454	8
Gewerkschaftsmitglieder	444	9
Konsumenten	423	10
Reisende, (österreichische) Touristen	344	11
Mitglieder von Gemeinderäten	278	12
Arbeiter und Angestellte in Betrieben	262	13
Unternehmer	250	14
Kinder	216	15
Ländliche Bevölkerung	154	16
Ladenbesitzer	128	17
Total Respondents: 67		

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

7. Hat sich aus Ihrer Sicht das Interesse in Österreich an Entwicklungspolitik und globalen Fragen und Zusammenhängen in den letzten 5 Jahren verändert?

Value	Count	Percent
Ja, es ist stärker geworden.	22	30.6%
Nein, es ist gleich geblieben.	27	37.5%
Ja, es hat abgenommen.	10	13.9%
Ich weiß nicht.	13	18.1%

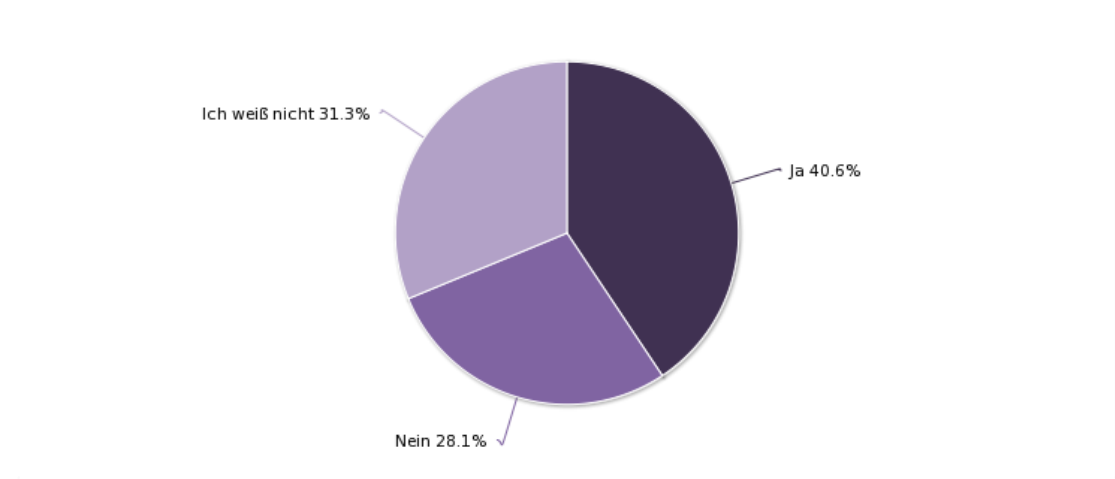
Statistics	
Total Responses	72



8. Glauben Sie, dass die Veränderungen mit von der ADA unterstützten entwicklungspolitischen Kommunikations- und Bildungsmaßnahmen zusammenhängen?

Value	Count	Percent
Ja	13	40.6%
Nein	9	28.1%
Ich weiß nicht	10	31.3%

Statistics	
Total Responses	32



10. Welche Kommunikationskanäle halten Sie für am besten geeignet, Informationen über Entwicklungspolitik und globale Zusammenhänge zu vermitteln? Bitte ordnen sie die folgenden Kommunikationskanäle ein, beginnend mit dem am für Sie besten geeigneten.

Item	Total Score ¹	Overall Rank
Zeitungsartikel	607	1
Filme (Fernsehen)	597	2
Lehreraus- und -weiterbildung	490	3
Populäre Broschüren, Zeitungen, Publikationen	465	4
Filme (Kino)	399	5
Austauschprogramme	351	6
Unterstützung von akademischer Forschung und Lehre und Publikationen in diesem Bereich	344	7
Demonstrationen und andere öffentlichkeitswirksame Aktionen	320	8
Anzeigen (z. B. Tafeln, Plakatwände)	285	9
Fachzeitschriften	186	10
Teilnahme an Messen	149	11
Bibliotheken	138	12
Total Respondents: 70		

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

13. Wer sind aus Ihrer Sicht die wichtigsten Akteure in diesem Bereich? Bitte ordnen sie die Akteure ihrer Wichtigkeit nach ein, beginnend mit dem für Sie am Wichtigsten.

Item	Total Score ¹	Overall Rank
Nichtregierungsorganisationen	856	1
Journalisten	645	2
ADA	638	3
Kirchen	581	4
Lehrer	506	5
Schulen	479	6
Gewerkschaften	456	7
Hochschuldozenten und Wissenschaftler (Professoren)	386	8
Politiker	379	9
Verbraucherverbände	360	10
Parteien	336	11
Künstler	298	12
Unternehmer	250	13
Kindergärten	160	14
Sportvereine	100	15
Total Respondents: 69		

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

Annex 5 – Time plan of the evaluation

	Nov	Nov	Nov	Nov	Dec	Dec	Dec	Dec	Dec	Jan	Jan	Jan	Jan	Feb	Feb	Feb	Feb	Mar	Mar	Mar	Mar	Mar	Apr	Apr	Apr	Apr	May	May	May	May	June	June	June	June	June	July	July				
	4	11	18	25	02	9	16	23	30	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14				
First Phase																																									
Study of relevant strategic and operational documents	█	█																																							
Workshop in Vienna (incl. Interviews)			█																																						
Telephone interviews with key stakeholder			█	█																																					
Draft Inception report preparation				█	█																																				
Submission of Draft Inception report						█																																			
Presentation of Draft Inception Report (Vienna)						█	█																																		
ADA comments on Draft Inception Report							█	█	█																																
Draft Inception report revision							█	█	█	█																															
Final Inception Report Submission												█																													
Second Phase																																									
Interviews with other donors and stakeholders (via telephone and face to face)										█	█	█	█	█	█																										
<i>Questionnaire to media representatives (if feasible)</i>										█	█	█	█	█	█																										
Further analysis (e.g. documentary analysis, analysis of processes and procedures), collecting information on lessons learned from other donors (incl. visit to Portugal)										█	█	█	█	█	█																										
Home-based preparation										█	█	█	█	█	█																										
Interviews/data collection in Vienna and outside															█																										
Third phase																																									
Drafting evaluation report																								█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Submission of Draft Evaluation report																																									
ADA comments on Draft Evaluation Report																																									
<i>Revision of Draft Evaluation Report based on ADA comments</i>																																									
Presentation of Draft Evaluation Report (Vienna)																																									
ADA comments on Draft Evaluation Report																																									
Revision of Draft Evaluation Report based on comments and discussion																																									
Submission Final evaluation report																																									

Annex 6 – Matrix for selection of projects

N°	Project number	Time of request	Project title	Organisation	Volume (ADA contribution, small/medium/large)	ADA share in percentage of total budget ⁵³	Programme (continued funding or single project)	Beneficiary's size	Characteristic
Budget line 2397 Education, exchanges, global learning									
1.1	2397-27/2006	Spring 2006	Fair Trade Academy, Zentrum für Aus- und Weiterbildung in Fairem Handel	AG Weltläden	Medium Contract amount 36,000 €	Total budget 150,820 € ADA share 23.86 %	Unclear	Large beneficiary	Capacity-Building within the field of Fair Trade: two years training programme for fair trade consultants. Target groups: mediators and activists
1.2.	2397-11/2008	Autumn 2007	BAOBAB Entwicklungspolitische Bildungs- und Schulstelle, Weltbilder – Medienstelle (KP)	BAOBAB Entwicklungspolitische Bildungs- und Schulstelle	Large Contract amount 164,970 €	Total budget 262,542 € ADA share 62.80 %	Continued funding	Large beneficiary	Incl. Institutional funding Target groups: teachers, students, multipliers outside of educational work
1.3	2397-06/2013	Autumn 2012	Lern-Einsätze 2013	Katholisches Jugendwerk – Dreikönigsaktion	Small Contract amount 12,000 €	Total budget 99,200 € ADA share 12.10 %	Unclear	Large beneficiary	Training missions for young adults that become multipliers and activists for campaigning after their return and train others in that field. Target group: groups of adults that represent potential multipliers Relatively small ADA share.
Budget line 2398 Campaigns and advocacy									
2.1	2398-16/2012	Spring 2012	Wanderung - Globale Menschen-, Waren- und Kapitalströme	Weltumspannend arbeiten/ÖGB	Large Contract amount 180,000 €	Total budget 250,000 € ADA share 72.00 %	Single project	Large beneficiary	Target groups: Employee representatives, employees, union

⁵³Small: ≤ 30,000 €, Medium: ≤ 100.000 €, Large: > 100,000 €

N°	Project number	Time of request	Project title	Organisation	Volume (ADA contribution, small/medium/large)	ADA share in percentage of total budget ⁵³	Programme (continued funding or single project)	Beneficiary's size	Characteristic
									members and functionaries, civil activists and consumers
2.2	2398-07/2014	Autumn 2013	Nosso Jogo - Eine Initiative für globales Fair Play	ARGE "Nosso Jogo"	Large Contract amount 250,000 €	Total budget 326,000 € ADA share 76.69 %	Single project	Unclear	Working cooperation of large organisations Target groups: relevant stakeholders of economy, science, CSOs, art/culture, youth, media, sports, politics and the general public
Budget line 2399 Culture and audiovisual media									
3.1	2399-01/2009	Autumn 2009	Servicestelle Kulturen in Bewegung und Ke Nako Afrika/FairPlay Aktionsprogramm 2010	Wiener Institut für Internationalen Dialog und Zusammenarbeit (VIDC)	Large Contract amount 380,000 €	Total budget 534,739 € ADA share 71.06%	Single project	Large beneficiary	One-time event setting the basis for a permanent autonomous structure ("Vernetzungsplattform") Target groups: Multipliers and activists, African communities, media, general public
3.2	2399-11/2013	Autumn 2012	One-World-Filmclubs	Standbild - Verein zur Förderung audio-visueller Medien-kultur	Small Contract amount 10,000 €	Total budget 78,900 € ADA share 12.67 %	Unclear	Small beneficiary	Target groups: Youth between 14 and 19 in Austria (found their own film club)
Budget line 2400 Publications and research									
4.1	2400-05/2009	Autumn 2008	Tagung Internationalisierung an Universitäten und Hochschulen. Ein Beitrag zur EZA	OeAD Oesterreichischer Austauschdienst	Small Contract amount probably 9,200 €	Total budget 24,250 € ADA share 37.94 %	Single project	Large beneficiary	Budget-line 2400: Publications and research Liaison to the international cooperations of universities – synergy or doubling? Target groups: Staff of all public and private institutions participating in the roundtable, decision makers as well as

N°	Project number	Time of request	Project title	Organisation	Volume (ADA contribution, small/medium/large)	ADA share in percentage of total budget ⁵³	Programme (continued funding or single project)	Beneficiary's size	Characteristic
									concerned persons with academic, public or private background in the field of development cooperation
4.2	2400-01/2010	Autumn 2009	Stiftungsprofessur für Internationale Entwicklung (sozial- und kulturwissenschaftliche Entwicklungsforschung)	Universität Wien	Large Contract amount 720,000 €	Total budget 1,791,000 € ADA share 40.20 %	Single project	Large beneficiary	Start-up funding for six years. Innovative? Large beneficiary Position within portfolio: Special case, justified or not? Potential multiplier effect? Target groups: Students and academics, people involved in development cooperation
4.3	2400-02/2012	Autumn 2011	Bibliothek, Information und Dokumentation 2012-2013	ÖFSE	Large Contract amount 1,116,700 €	Total budget 1,288,830 € ADA share 86.64 %	Continued funding	Large beneficiary	Budget line 2400: Publications and Research Second largest project Target groups: Public interested in development cooperation, development cooperation activists, academics and students
Budget line 2401 Complementary funding of project proposals introduced for EU funding									
5.1	2401-18/2011	Spring 2011	Frauenrechte, soziale Einbindung und Medien	Frauensolidarität	Medium Contract amount 46,000 €	Total budget 640,366 € ADA share 7.18 %	Single project	Small beneficiary	The only gender project – ToR Target groups: political decision makers, CSOs, journalists, activists, young women, media and general public
5.2	2401-04/2008	Spring 2008	Täter nehmt Euch in Acht! –	respect - Institut für Integrativen	Small Contract amount	Total budget 145,603	Single project	Small beneficiary	Pan-European campaign, after several national

<i>N°</i>	<i>Project number</i>	<i>Time of request</i>	<i>Project title</i>	<i>Organisation</i>	<i>Volume (ADA contribution, small/medium/large)</i>	<i>ADA share in percentage of total budget⁵³</i>	<i>Programme (continued funding or single project)</i>	<i>Beneficiary's size</i>	<i>Characteristic</i>
			Bewusstseinsbildung, Kapazitätsaufbau und Motivation zu verstärktem Schutz der Kinder vor sexueller Ausbeutung im Tourismus	Tourismus und Entwicklung (2011 in Naturfreunde Internationale integriert)	21,800 €	ADA share 14.97 %			campaigns organised by respect The NGDO – specially created for campaigns in the field of tourism – was integrated in Naturfreunde International in 2011. Target groups: tourism professionals, activists, political and economic decision makers, trainers, media, general public

Annex 7 – List of annual topics

2007: Millennium Development Goals, Fairer Handel, Globales Lernen (UN-Dekade Bildung für Nachhaltige Entwicklung), Interkultureller Dialog (EU Jahr 2008).

2008: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit/Millennium Development Goals, Wirtschaft und Entwicklung/ Fairer Handel, UN-Dekade Bildung für Nachhaltige Entwicklung/Globales Lernen, Interkultureller Dialog (EU Jahr 2008).

2009: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit/ Millennium Development Goals, Menschenrechte mit besonderer Beachtung von Geschlechtergerechtigkeit, Weltwirtschaft/ Fairer Handel, UN-Dekade Bildung für Nachhaltige Entwicklung/ Globales Lernen, Interkultureller Dialog.

2010: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit/Millennium Development Goals, Menschenrechte mit besonderer Beachtung von Geschlechtergerechtigkeit, Weltwirtschaft/Fairer Handel, CSR, UN-Dekade Bildung für Nachhaltige Entwicklung/Globales Lernen, Interkultureller Dialog. Zusätzlicher Themenschwerpunkt 2010 ist Afrika (anlässlich der Fußball-Weltmeisterschaft 2010 in Südafrika).

2011: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit, Menschenrechte mit besonderer Beachtung von Geschlechtergerechtigkeit, Weltwirtschaft/Fairer Handel, CSR, UN-Dekade Bildung für Nachhaltige Entwicklung/ Globales Lernen.

2013: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit, Globales Lernen/ UN-Dekade Bildung für Nachhaltige Entwicklung, Menschenrechte, Geschlechtergerechtigkeit, Frieden, Weltwirtschaft/Fairer Handel, Corporate Social Responsibility (CSR), Diversity. Zusätzlicher Themenschwerpunkt 2013 ist Migration und Entwicklung.

2014: Internationale Entwicklungspolitik und Entwicklungszusammenarbeit, Globales Lernen, Menschenrechte, Geschlechtergerechtigkeit, Umwelt, Weltwirtschaft/ Fairer Handel, Corporate Social Responsibility (CSR), Diversity. Zusätzlicher Themenschwerpunkt 2014 ist Wirtschaft als Partner.

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Evaluation of Development Education and Communication of the Austrian Development Policy and Development Cooperation (ADC) from 2006 to 2013

Final Draft 10. June 2013

1 Background

Supporting development communication and education at home (also called “development education and awareness raising”) as part of the official development policy and assistance has become international standard. In Austria the working area is explicitly mentioned in the Federal Act on Development Cooperation (2002) and is stated in the respective three-year programme (current 2013.2015).

The Austrian Development Cooperation assumes that development communication and education contributes to an understanding of development and commitment in the Austrian general public.

From 1994–2006 KommEnt (Society for Communication and Development) today, Society for Communication, Development and Dialogic Education, was responsible for managing the funding projects related to information, education, culture and awareness raising on behalf of the Federal Ministry of Foreign Affairs (today Federal Ministry for European and International Affairs/FMEIA)⁵⁴. The tasks included administration of financial support, assessment of applications, issuing contracts and monitoring reports and accounts. Additionally, KommEnt was in charge of managing coordination efforts (developing a funding programme, the last one 2004-2006⁵⁵, cooperation with other public stakeholders).

KommEnt was also mandated with training and education, monitoring and providing guidance for evaluation as well as maintaining international contacts (especially EU and the Council of Europe).

With the establishment of ADA the project management and support was integrated into ADA between 2004 and 2006. The ADA evaluation report refers to that.

In July 2009 ADA published its strategy “Development Communication and Education”. The objectives as stated are:

- With the support of development communication and education in Austria, ADA hopes to generate attention and interest for development related topics as well as to initiate questions. ADA also hopes that global linkages and their consequences for all societal issues can be illustrated also for individuals.

⁵⁴ ADA started to manage the funding of projects on 1.10.2005. The contract with KommEnt expired on 5.6.2006.

⁵⁵ The funding programme of development information, education, culture and awareness raising of the Austrian Development Cooperation 2004-2006 was approved in 2003 by the Federal Ministry of Foreign Affairs and the Federal Ministry of Education, Science and Culture. The stated activities were taken over by ADA by 1.10.2005. The funding programme was extended until 31.12.2007

- Therefore, ADA's objective is to support a lively communication about development policy including a wide and qualified range of public actors and the Austrian general public.
- ADA contributes to the development of quality in the different areas of work of development communication and education in Austria. The four different areas of work are: 1. education (global learning/global education), 2. research/publication, 3. campaigns/advocacy, and 4. culture. For additional information, see annex 1.
- ADA wants to contribute to an ideational, institutional and financial recognition and support of this area of work of ADC in the Austrian society and politics. Consequently, this means that ADA wants to see this area of work anchored in relevant documents of ADC as well as engaging other public entities and social networks.

In 2011 the ADA units "*Development Communication and Education*" and "*NGO-Cooperation International*" were merged into one department called "*Department for Funding Civil Society (FCS)*". With the establishment of a combined department, the important role of civil society actors in implementation and cooperation was emphasized.

It was also a response to the political decision that even though the ADC budget was reduced overall the budget for NGO co-financing projects was not supposed to be cut. Additionally, merging all budget lines regarding NGO co-financing in one department was also a response to a criticism of the Austrian Court of Audit which stated that the size of the two operational departments dealing with different subject matters in ADA, were unequal.

With this new department ADA supports projects of development communication and education in Austria. ADA's efforts relate to strategic tasks (coordination of funding, establishing coherence and cohesiveness, initiatives for dialogue and cooperation, as well as the financial support of projects). Additionally, ADA supports linking-up public and private initiatives in the area of work.

The annual financial support is about EUR 4.2 million. The amount has remained constant and accounts for about 5% of the operational budget of ADA. Currently, about 60 projects are annually financed, a few years ago about 100 projects were annually funded. Having the same budget and a reduced number of projects meant that the administrative costs were considerably reduced. Projects up to EUR 10,000 do not require contracts, but receive a letter of acceptance for the amount. Partners receive funding after reporting.

Twice a year (beginning of March, beginning of September) ADA publishes a call for proposals. These proposals are reviewed by staff members of the department and are discussed with the Head of the Department. In the assessment of proposals two advisory committees (education and research; culture, campaign and advocacy) are involved. These committees provide advice for proposals and support the exchange of experiences and approved practices. The committees consist of experts from public administration, education institutions, research, art/culture and other fields such as campaigns, communication and civil society. The decisions about the results

are normally taken by the ADA managing director at the beginning of June or beginning of December.

The basic document for decision making for the project assessment is the strategy of the Development Communication and Education in Austria (2009).

For the implementation of the strategy the following instruments are available:

- programme of development communication and education
- projects of development communication and education
- projects temporary employment abroad⁵⁶
- EU co-financing

The Austrian Development Agency also initiates and participates in event- driven topics and initiatives:

2014 economy as partners

2013 migration and development

2012 climate justice, resources, food (on the occasion the UN-conference Rio+20)

2010 Africa/Ke Nako Africa-Africa –now! (on the occasion of the soccer world championship in South Africa)

2008 intercultural dialogue (on the occasion of the year of the intercultural dialogue of the EU)

2006 Latin America/Onda Latina (on the occasion of the EU-Latin American Summit in Vienna)

Medium-term topics are: global learning, human rights, gender equality, peace, world trade/fair trade, corporate social responsibility.

For the working area the Austrian Development Agency is the most important funding body for the civil society organisations. Other public funding entities are individual departments, federal states as well as some cities and municipalities.

The Austrian Development Agency is also active in the context of international cooperation in specific networks at European level (i.e. European Commission, Global Education, Network Europe).

Detailed information regarding the field of work can also be found in the DAC Peer Review 2008.

2 Purpose and Objectives

The current two-year ADC evaluation plan includes this evaluation. No strategic evaluation of this area of work has been conducted so far.

⁵⁶ It includes volunteer work, internships, work-camps and ex-change travel of Austrian development organisations as a contribution to development education in Austria.

This evaluation should strengthen ADA as a learning organization based on previous knowledge and experiences and should also help to further develop the area of work.

Purpose of this evaluation is to:

- a) examine the theory of change and the strategic objectives of the area of work,
- b) analyse the portfolio from 2006-2013,
- c) discuss potentials and limits regarding the intended objectives,
- d) present the understanding of the area of work from relevant stakeholders,
- e) analyse the strengths and weaknesses of the funding praxis,
- f) present recommendations how the area of work/funding system can be improved and be further developed
- g) incorporate lessons learnt from other donors,
- h) present developmental effects (outputs and outcomes) were possible based on the initiatives/organisations selected during the inception phase.

Objectives

The theory of change and the strategic objectives are examined, the portfolio is analyzed, potentials and limits are discussed, the understanding of different stakeholders is presented, strengths and weaknesses are analysed, recommendations regarding requirements/processes are available, lessons learnt from other donors are incorporated, effects regarding outputs and outcomes are presented and all evaluation questions are answered.

The evaluation will also describe the importance of this area of work for relevant stakeholders.

The evaluation will also contribute to accountability for different stakeholders (FMEIA, ADA, cooperation-partners, contract-partners and the general public) and also aims at making this area of work transparent.

The evaluation also permits an international comparison.

3. Scope

Subject of this evaluation is the strategy of development communication and education, the activities from the area of work and the implementation of interventions from selected partners in Austria.

For this evaluation several interventions will be analysed. Selecting these interventions can be done in different ways:

- a) Selecting projects based on an overview list
- b) Selecting organisations depending on the amount of funding
- c) Looking at a longitudinal section over years
- d) Selecting different topics such as
 - Resource-center and library of the Centre for International Development as part of a programme
 - KeNako initiative as an example of a topic
 - Campaign(s) of critical consumption, for example the clean cloth campaign as an example for a campaign and a co-financing project with the EU
 - Training course in global learning (upper Austria, Styria) as an example of an innovative single-project.
- e) Selecting single projects and projects with a longer duration

The decision about which interventions will be analysed will be taken at the latest during the inception phase.

Since other OECD donors also fund development communication and education, lessons learned from other donors should also be considered.

The evaluation considers four out five DAC criteria (relevance, effectiveness, efficiency and impact).

4. Evaluation Questions

Relevance

What is the theoretical basis (theory of change) of this area of work? Are the objectives clearly defined?

Does the current strategy from 2009 still provide operational guidance and is it still relevant for ADA and relevant stakeholders? How is the strategy implemented? Is the project selection relevant regarding strategic/thematic/ methodological approaches? Is the preferred funding of actors in civil society justified?

What is the conceptual understanding of development communication and education of different stakeholders? Which expectations do they have towards the area of work?

How were initiatives and medium-term topics selected, and how are they implemented?

Effectiveness

How effective is the funding system?

What are reasons in favor of support to long-term programmes, which reasons speak against them? How reasonable are long-term programmes?

How effective and efficient are the advisory committees?

How is the communication within the department FCS, with other ADA organizational units and with FMEIA? Who are the partners in the area of work? Does the department FCS cooperate with the “right” partners in Austria and internationally? Are there co-operations with all partners mentioned in the strategy? Are some groups preferred, if so, why? How is the concept of “multipliers” implemented? Who are the target groups of our partner-organisations?

Is the department FCS successful in placing its experiences and work within ADA?

Are there other co-operations that go beyond the development sector, i.e. co-operations with education, science, culture, media, environment, economics, social areas? (E.g. through the integration of the area of work into the respective portfolio or through funding). Are there institutional public-public and public-private co-operations?

Which monitoring and evaluation mechanisms are established in the area of work? Which M & E systems are used by our partners? How is the information generated being used?

Are the potentials of our partners utilized by ADA, and if so, which ones? Which additional ones exist?

How do our partners network with each other or exchange information? Which role does ADA play in this process?

Efficiency

How efficient are the existing processes regarding project management? Are there any losses through friction and ambiguous regulations, if so which ones?

Do ADA’s funding conditions permit applicants and partners to be efficient? How do partners value the activities of ADA? How efficiently do our partners work?

Are the funding instruments adequate? Are any improvements necessary, if so, which ones?

Are the advisory services provided by the department FCS adequate? How are they judged by partners?

Impact

How has the area of work contributed to a qualified development policy in Austria? Which effects were intended, which were not? Are changes visible, if so, which ones?

Does ADA contribute to the further development of this area of work? Where and how could it?

How successful are the interventions of our partners in the area of work and how do they contribute to development communication and education in Austria? What has changed according to these interventions?

How do our partners measure their effects/impacts?

Other Questions

Which challenges does the area of work face in general and in particular in future?

How is gender considered in the area of work?

What can the area of work learn from other national and international donors?

5 Approach and Methods

The evaluation team has to base its work on the OECD/DAC Evaluation Quality Standards and has to document its work in a manner that demonstrates that they have been adhered to.

During the inception phase the evaluation questions will be discussed in detail and if necessary adapted.

During the various phases of the evaluation different quantitative and qualitative methods should be used: analysis of documents, qualitative interviews with different stakeholders (Austrian partners at policy level, selected partners of the area of work, international partners, and others), focus group discussions, quantitative analysis of projects, surveys, others)

Triangulation is an essential element of data analysis. The approach of triangulation has to be outlined in the inception report.

It is currently estimated that about 40 to 50 people (ADA, FMEIA, other partners and organisations) need to be interviewed.

It is also expected that the recommendations suggested by the evaluation team will be realistic, precise and practical. Recommendations must be addressed to the relevant stakeholders.

In case any relevant public events regarding development communication and education which are funded by ADA take place during the visits of the evaluation team, the team is expected to participate.

6 Time Plan

The call for tender is published in summer 2013 and the evaluation should ideally start in autumn 2013. The contract duration shall be about 4-6 months.

The **first phase** of the evaluation concludes with the inception report and includes the following steps for the evaluation team:

- a) Study of relevant strategic and operational documents which are provided by ADA.
- b) Participation in a one-day workshop in Vienna, organised jointly by the ADA Evaluation Unit and the FCS department. During this workshop, the evaluation team will be introduced to ADC in general and to the working area. A common reflexion about the ToRs will also take place. First personal and/or telephone interviews with key stakeholders will take place.
- c) Preparation of an inception report, which should be sent to ADA at least one week before its presentation in Vienna and which should include the following aspects:
 - Analysis of the Theory of Change,
 - Concretion of evaluation questions,
 - Presentation of preliminary findings and possible hypothesis referring to the main evaluation questions. The use of a kind of overview matrix, see data collection planning worksheet is expected (a model can be found under Annex 7.10 in the guidelines for project and programme evaluation on ADA homepage under “Evaluation”),
 - Elaborate presentation of methods being used (including methods for analysis and interpretation, data triangulation,
 - First reflexion how lessons learnt from other donors can be incorporated,
 - Presentation of quality assurance and references to information which is still required i.e. portfolio analysis.
- d) Presentation and discussion of the draft inception report with FMEIA and ADA and interviews in Vienna.
- e) Incorporation of comments in the final inception report, subsequently approval of the report through ADA Evaluation Unit.

The **second phase** includes:

- f) Implementation of the majority of interviews in Vienna and also outside.
- g) Discussions/ interviews with other donors if necessary.
- h) Possible survey
- i) Overall analysis

In the **third phase** the evaluation team submits a first draft of the evaluation report.

The evaluation team will present the report with its results and recommendations in Vienna. Afterwards the evaluation team will include the conclusions of the discussions and other comments into the final report. The ADA Evaluation Unit approves the final report.

7 Travel

Altogether three to four trips to Vienna are anticipated with at least one outside of Vienna.

8 Evaluation Team

The evaluation team should consist of a core team with at least two experts, having the following qualifications and experiences:

- a) Relevant educational background (University degree at Masters level in social sciences or equivalent) **and** a minimum of seven years of work experience in the area of work. This experience can include the draft of written policy/strategy documents, conducted research, developed/applied specific instruments, relevant publications, teaching, management of relevant campaigns, relevant work for organisations and/or entities, management functions in the field of work, other relevant assignments.
- b) Experience with the area of work of other donors.
- c) Experience in public administration and with CSOs.
- d) Experience in education and communication science.
- e) Experience in organisational analysis.
- f) Work experience as team leader of evaluations/reviews (a minimum of three evaluations/reviews carried out in the last 10 years).
- g) Work experience as team members of evaluations/reviews (a minimum of five evaluations/reviews carried out in the last 10 years)
- h) Experience with evaluation/social science methods (including theory of change)
- i) Very good German and English language skills are essential since almost all documents are only available in German. With regards to German the Team of Experts has to demonstrate good German knowledge with proven evidence (Papers, projects, work experience, etc.)

9 Reports

The following reports need to be prepared by the evaluation team:

Inception report: This report has to be sent to ADA's Evaluation Unit for approval, comprise max. 20 to 25 pages and should be written in English.

Draft final report including a draft executive summary: This report should be sent to the ADA Evaluation Unit for approval (criteria for the draft report are the same as for the final report).

Final report: This report should have a maximum of 50 pages excluding annexes; it should be written in English and has to adhere to the DAC criteria. The report needs to be structured according to the main evaluation questions. A five to seven page executive summary listing the main findings and recommendations needs to be included. **This summary has to be submitted in English and in German.**

The final report with comments incorporated has to be sent electronically to ADA's Evaluation Unit for approval by latest end of February 2014. It has to be written in a format that permits immediate publishing. All strategic evaluations of ADC are published on the webpage under: <http://www.entwicklung.at/evaluation/en/>

The following questions will be used to judge the quality of the final report and will be decisive for the approval of the final report:

- Have the ToRs been fulfilled in an adequate manner and is this reflected in the final report?
- Are the general OECD/DAC evaluation standards applied?
- Is the final report structured according to the OECD/DAC criteria and the evaluation questions?
- Are all evaluation questions answered?
- Are conclusions and recommendations derived from the evaluation questions stated in the ToR?
- Does the report clearly differentiate between conclusions, recommendations and lessons learnt?
- Is it transparent how and why the evaluators came to their conclusions, recommendations and lessons learned?
- Have all key stakeholders been consulted?
- Have all key documents been taken into account and adequately presented in the report?
- Is it clear to whom recommendations are addressed to?
- Are the methods and processes of the evaluation sufficiently presented in the evaluation report?
- Does the report include a clear and comprehensive executive summary?
- Does the report present its findings in a reader-friendly and logical manner?
- Can the report be published right away?

10 Coordination/Responsibility

The ADA Evaluation Unit is responsible for managing the evaluation and for all contractual agreements with the evaluation team. The evaluation will be supported by a reference group (FMEIA, ADA evaluation unit, ADA department FCS).

The department FCS supports the evaluation unit in all areas and provides the requested document and information.

11 Documents

ADA-Evaluierung (2008)

http://www.entwicklung.at/oesterreichische_entwicklungszusammenarbeit/akteure/ada/

ADA-Strategie Entwicklungspolitische Kommunikation und Bildung in Österreich

Förderrichtlinie Entwicklungspolitische Kommunikation und Bildung in Österreich

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/

ADA-Publikation "Blitzlichter" (2010)

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/

Allgemeine Rahmenrichtlinien 2004 für die Gewährung von Förderungen

Bundesministerium für europäische und internationale Angelegenheiten.

Dreijahresprogramme 2010–2012, 2011–2013, 2012–2014, 2013–2015

http://www.entwicklung.at/publikationen/strategische_dokumente/

http://www.entwicklung.at/austrian_development_cooperation/en/

DAC Peer Review Austria 2009

http://www.entwicklung.at/oesterreichische_entwicklungszusammenarbeit/akteure/ada/

Entwicklungszusammenarbeitsgesetz inklusive EZA-Gesetz-Novelle 2003

http://www.entwicklung.at/oesterreichische_entwicklungszusammenarbeit/

http://www.entwicklung.at/austrian_development_cooperation/en/

EU-K: European Development Education Monitoring Report e (2010)

http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

Fokus: Globales Lernen. Mai 2013

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/entwicklungspolitische_kommunikation_und_bildung_in_oesterreich/

Förderrichtlinie EU-Ergänzungsfinanzierung Inland

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/

Förderrichtlinie Auslandsaufenthalte als Teil der Entwicklungspolitischen

Kommunikation und Bildung in Österreich

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/

Evaluation der Entwicklungspolitischen Informations- und Öffentlichkeitsarbeit in Österreich am Beispiel der MDG-Projekte 2004/05

<http://www.entwicklung.at/evaluierung/2006/?L=0%3Fpid%3D%3Fpid%3D8>

GENE Peer Review Global Education in Austria (2006)

http://www.entwicklung.at/foerderungen/foerderungen_zivilgesellschaft/

12 ANNEX: AKTIONSFELDER ENTWICKLUNGSPOLITISCHE KOMMUNIKATION UND BILDUNG

Im Folgenden werden die zentralen Aktionsfelder Entwicklungspolitischer Kommunikation und Bildung in Österreich beschrieben. Einer knappen Darstellung der jeweiligen Ausgangssituation folgt eine Beschreibung der wichtigsten Perspektiven sowie von relevanten Fördermaßnahmen im jeweiligen Aktionsfeld.

Einzelne Förderrichtlinien erläutern spezifische Maßnahmenbereiche.

Bildung/Globales Lernen

Globales Lernen fördert die Herausbildung der kognitiven, sozialen und emotionalen Kompetenzen zur Orientierung in der Weltgesellschaft. Bei der Verdichtung und Beschleunigung weltweiter Entwicklungen stärkt diese ganzheitliche Lernform die Fähigkeit zur Einsicht in weltweite Zusammenhänge, zur Beurteilung von Werten und Haltungen, zum Perspektivenwechsel und zum Dialog und Handeln im globalen Kontext.. Im Globalen Lernen stehen die Lernenden mit ihrer Lebensgeschichte und ihrer umfassenden Einbettung in Globalität als Subjekte ihrer eigenen Bildungsprozesse im Mittelpunkt. Ihre individuellen Erfahrungen und Interessen werden integriert.

Ziel der Förderpolitik ist die Stärkung des Globalen Lernens als pädagogisches Konzept, dessen inhaltliche Basis die Vision weltweiter Gerechtigkeit ist. Als sinnvoll wird die Verknüpfung verschiedener Ansätze wie der Friedenserziehung, dem Interkulturellen Lernen, der Umweltbildung, der Menschenrechtserziehung und dem Interreligiösen Lernen angesehen. Bildung für Nachhaltige Entwicklung, die sowohl die ökologische, soziale und wirtschaftliche Dimension beinhaltet, ist ebenfalls Teil dieses Aktionsfeldes.

Gefördert werden Maßnahmen im formalen Bildungsbereich und im informellen Sektor (z.B. Aus- und Weiterbildung von LehrerInnen ebenso wie von anderen MultiplikatorInnen), Maßnahmen des Diskurses zwischen Wissenschaft und Praxis (z.B. kritische Reflexion und Evaluation von Projekten) und auch Maßnahmen der internationalen Zusammenarbeit. Gefördert wird schließlich die konsequente Umsetzung Globalen Lernens in allen Aktionsfeldern entwicklungspolitischer Bildung.

Die ADA sucht ihrerseits die Zusammenarbeit mit dem Unterrichtsministerium sowie mit anderen einschlägig tätigen Akteuren, um die Stärkung Globalen Lernens in Österreich zu unterstützen.

Wissenschaft, Publizistik

Durch die Förderung dieses Bereichs soll eine Auseinandersetzung mit entwicklungspolitisch relevanten Themenstellungen angeregt und die Motivation für fachliche Beschäftigung erhöht werden.

Ein besonderer Förderungsbedarf besteht im Bereich der Wissenschaft auch deshalb, weil es an wissenschaftlicher Forschung zu EZA-Themen in Österreich fehlt.

In den Bereich der Publizistik fallen in erster Linie die Herausgabe und der Vertrieb wissenschaftlicher Publikationen. Hierzu zählen Veröffentlichungen (bevorzugt im Rahmen fachlich renommierter Reihen), Sachbücher und Dokumentationen zur Entwicklungszusammenarbeit bzw. Entwicklungspolitik, die ein Thema von

allgemeinem Interesse behandeln.

Bibliotheken und Dokumentationsstellen

Die österreichische Entwicklungspolitik verfügt über ein breites Netz an auf Regionen und Themen bezogenen Bibliotheken, Dokumentationsstellen und Mediatheken. Deren Bestände sind im Rahmen eines Wissenschaftsverbundes online recherchierbar bzw. können vor Ort eingesehen und ausgeborgt werden.

Der Vorrang in der Förderpolitik gilt der weiteren Harmonisierung geförderter Projekte, d.h. u.a. deren räumlicher und technischer Integration.

Kampagnen und Anwaltschaft

Die ADA fördert im Rahmen von Projekten der Entwicklungspolitischen Kommunikation und Bildung in Österreich ein breites Spektrum von Instrumenten und Methoden der Öffentlichkeitsarbeit (Medienarbeit, Kampagnen, Events/Veranstaltungen, Ausstellungen, Publikationen, Internet/Neue Medien, Film-, TV- und Radioarbeit, Seminare und Workshops, EntscheidungsträgerInnenkommunikation).

Kampagnen zu Themen wie MDGs, Produktionsbedingungen in der Textilindustrie, Kinderrechte, Fairer Handel, Umweltschutz & Klimawandel, Wirtschaftsethik oder CSR stellen eine Brücke zwischen den benachteiligten Bevölkerungsgruppen in Entwicklungsländern und den Gesellschaften und Akteuren im Norden her. Zum einen wird mit Kampagnen eine breite Öffentlichkeit mit entwicklungspolitischen Anliegen angesprochen, zum anderen zielen sie auch auf Änderung von politischen, sozialen und wirtschaftlichen Rahmenbedingungen. Entscheidend für den Erfolg ist die aktive und nachhaltige Involvierung relevanter Akteure und Akteurinnen aus Zivilgesellschaft, Medien, Wirtschaft, Politik und Verwaltung im Norden wie im Süden.

Die Förderpolitik trägt dieser Herausforderung Rechnung, indem sie entwicklungspolitische Kampagnen unterstützt, die das Bewusstsein für globale Herausforderungen schärfen, über Alternativen informieren und zu Engagement bzw. Verhaltensänderung motivieren. Darüber hinaus unterstützt die ADA die Vernetzung zwischen Organisationen, führt den Dialog mit entwicklungspolitisch relevanten gesellschaftlichen Akteuren und arbeitet in unterschiedlichen entwicklungspolitischen Themenbereichen mit ihnen zusammen.

Im Vordergrund anwaltschaftlichen Engagements stehen die Bedürfnisse und Anliegen von benachteiligten und marginalisierten Ländern, Bevölkerungen oder Bevölkerungsgruppen. Anwaltschaft geschieht somit vor allem im Interesse benachteiligter Dritter. Es schafft Bewusstsein für die darin angesprochenen Inhalte, fördert Verständnis, sucht Lösungen und schafft – durch Allianzen und Networking – Raum, um sich auch auf nationaler und vor allem internationaler Ebene durchsetzen zu können.

Kultur

Kultur ist eine Querschnittsmaterie, die als eigener Sektor der kulturell/künstlerischen Kooperation und als kritische Reflexion der Wertvorstellungen und Beziehungssysteme relevant ist. Kulturelle Identität lebt und entwickelt sich im Spannungsfeld von Kontinuität und Wandel. Interkultureller Austausch ist ein wesentliches Momentum auf der Suche nach neuem Selbstverständnis. Dem möchte die Förderpolitik der ADA Rechnung tragen.

Entwicklungspolitische Kulturarbeit in Österreich ist angesichts der fortschreitenden Globalisierung und der zunehmenden Heterogenität europäischer Gesellschaften vor

besondere Aufgaben gestellt. Die Förderung kultureller Vielfalt und des interkulturellen Dialogs sind wichtige Ziele, insbesondere im Hinblick auf die Öffnung der österreichischen Gesellschaft für die Artikulation und Partizipation von Menschen aus Entwicklungsländern. Als besonders förderungswürdig wird deshalb die aktive Involvierung von Menschen mit migrantischem Hintergrund erachtet. Ein wichtiger Aspekt von interkultureller Begegnung und Kulturarbeit ist der „Dialog auf Augenhöhe“. Voraussetzung dafür ist, dass die Auseinandersetzung mit Kultur auch im eigenen Kontext eine Rolle spielt. Den Kulturschaffenden kommt die Rolle als KommunikatorInnen in der Verständigung zu.

Die ADA unterstützt Maßnahmen zur Förderung der interkulturellen Begegnung. Sie tragen zu einem besseren Verständnis des Anderen bei. Durch das Kennenlernen von Kunst und Kultur der Partnerländer der OEZA wird ein umfassenderer Blick auf andere Gesellschaften ermöglicht und das öffentliche Interesse für Entwicklungspolitik und Entwicklungszusammenarbeit vertieft. Konkret werden durch die ADA Aktivitäten wie Filmproduktionen und Filmfestivals, Kulturaustausch-Projekte, Veranstaltungen aller Sparten der Kunst, Aufenthalt von Kulturschaffenden, sowie Seminare, Workshops, Symposien, und Diskussionsveranstaltungen gefördert.

Filmproduktion & Filmfestivals

Das Medium Film ist gut geeignet, um entwicklungspolitische Inhalte und komplexe Zusammenhänge anschaulich darzustellen und damit eine breite Öffentlichkeit anzusprechen. Filme können insbesondere durch die Information über Lebensrealitäten in den jeweiligen Ländern zum Verständnis zur Situation von Menschen, die in anderen politischen, sozialen, wirtschaftlichen und kulturellen Zusammenhängen leben, beitragen.

Die Förderung versteht sich als Anreiz für Filmschaffende, sich mit entwicklungspolitischen Fragestellungen im Medium Film auseinanderzusetzen. Im Interesse der OEZA/ ADA liegt die Erreichung einer möglichst breiten Öffentlichkeit durch gezielte Begleit- und Vertriebsmaßnahmen. Förderbedingung ist, neben der guten Qualität der Produktion, dass diese auf einem Fernsehkanal ausgestrahlt wird oder im Rahmen von renommierten Filmfestivals in Österreich gezeigt werden.

Besonderes Augenmerk gilt der Erhöhung des Stellenwerts von Filmen aus Partnerländern der OEZA in der österreichischen Film- und Festivallandschaft sowie im österreichischen Filmverleih, um so die Vielfalt filmischen Ausdrucks und unterschiedliche Sichtweisen zu vermitteln. Die Vernetzung der entwicklungspolitischen Filmaktivitäten innerhalb Österreichs sowie mit ausländischen Filmschaffenden, Filmfestivals und im Filmbereich Tätigen ist ein weiteres Anliegen der Förderpolitik.

Eigens:

EU-Kofinanzierungsprojekte

Dazu gibt es eine eigene Richtlinie.

Austausch- und Begegnungsreisen

Dazu gibt es eine eigene Richtlinie.

Strengths	Weaknesses
<p>Ambitious – diverse + inclusive (partners, projects, areas of work), link to scientific work and research.</p> <p>High engagement of EPOL staff and reputation of head of Unit.</p> <p>Good 'rapport' with partners.</p> <p>Hebelwirkung = ADA-EPOL budget mobilizes a significant amount of (mainly EU) funds.</p> <p>Provides guidance regarding global education to FMEIA.</p>	<p>Weak (financial) basis.</p> <p>Vienna centered.</p> <p>Has to follow government rules.</p> <p>Deal with the „usual suspects“.</p> <p>„Strange animal“ within ADA.</p> <p>No operational guidance document “below” the strategy, and no political guidance document “above” the strategy.</p>
Opportunities	Threats
<p>International dependencies becoming more perceptible – increased interest in global issues</p> <p>Strong churches which are active in humanitarian aid AND in development cooperation</p> <p>Vibrant ageing population can be tapped into for volunteer activities</p> <p>Effective use of online media can cut costs of producing information materials</p> <p>Private sector companies can be “brought in”, with an extended “Social Corporate Responsibility” concept</p> <p>The opening-up towards “Education +”, such as Education for the Environment, Human Rights Education etc.</p> <p>The potential of local authorities and local communities (strong in smaller towns and some rural areas, e.g. Fair Trade Towns).</p>	<p>Competition for funds</p> <p>Difficulties to reach significant and marginalized groups in a rapidly changing media landscape</p> <p>Growing media diversity makes it even more difficult to get noticed</p>