

On-site Workshop/Cluster Meeting Reading, UK

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This paper ...

... provides a summary overview of the results of work done at the European Commission sponsored workshop meeting held at Reading International Solidarity Centre (RISC) in Reading, UK.

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Purpose of the workshop

The workshop brought together 17 staff members and 4 participants from four EC co-funded DEAR projects, together with a European Commission DEAR sector Task Manager. The meeting, which was run as a workshop, considered:

- project experiences of assessing results of the projects on participants and audiences.

On the basis of that consideration the workshop then drew out

- conclusions of valuable questions that are useful for DEAR projects in general (see page 12).

Workshop projects and participating organisations

Projects represented at the workshop meeting were invited because their work closely related to the intentions of the workshop, i.e. projects concerned with identifying learning objectives and assessing attitudinal and other changes as part of project processes and outputs:

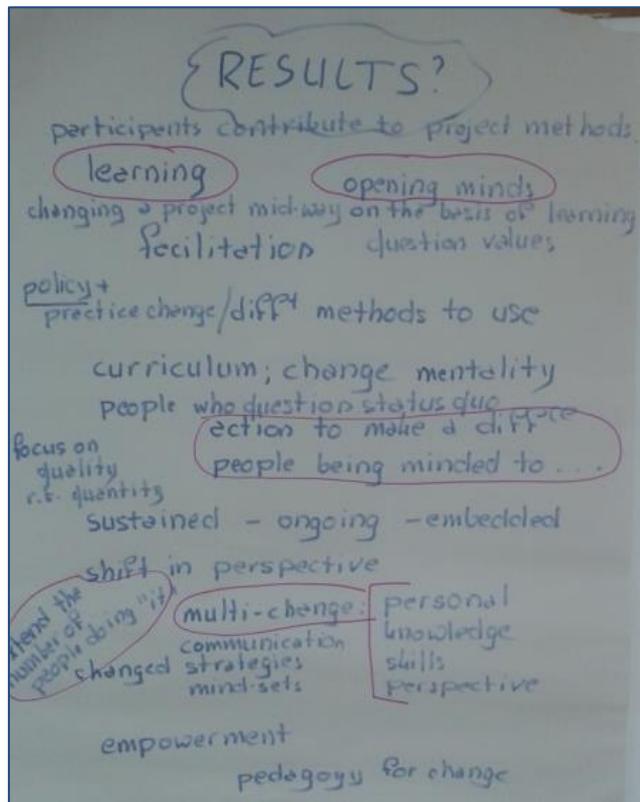
- *'Quality or Quantity'*: involving RISC (Reading International Solidarity Centre) (UK), and partners People in Need (CZ), Milan Simecka Foundation (SI), Galway One World Centre (IE) and HEC (Humanities Education Centre) (UK)
- *'Reframing the message'*: involving [Stichting Wilde Ganzen](#) (NL) and partner CISU (Civil Society in Development) (DK)
- *'Facilitating Global Learning - key competences'*: involving EPIZ (Entwicklungs pädagogisches Informationszentrum Reutlingen) (DE) and National Observatory for Development of Lifelong Learning (RO)
- *'Experiencing the World'*: involving ARPOK (CZ), and partners Südwind Agentur (AT) and Humanitas – Society for Human Rights and Supportive Action (SI)

Outline programme

1. Introduction to the represented projects outlining the *intended audiences/participants and the change* worked towards by each project;
2. Considerations by participants of what they mean by *'results' of DEAR projects*
3. *Developing questions* that can be asked of DEAR projects:
 - a. to find out about the (educational) *processes* used,
 - b. to find out about the *outcome* of work done on audiences/participants;
4. *Application of selected questions* to the four projects represented at the On-site Cluster Meeting;
5. Drawing conclusions from investigations to establish *'what works'* and what might be recommended as *general principles* to bear in mind by DEAR projects.

What is meant by *'Results of DEAR Projects'*?

Given the key issue to be explored at the workshop (i.e. the projects' experiences of assessing results of their DEAR work for participants) participants were asked to suggest what they saw as *'results'*. The following suggestions were noted:



Discussion highlighted as important success indicators for DEAR projects:

- their success in opening minds of participants – to different ways of perceiving, to different opinions and experiences, and to different knowledge and understanding;
- participants' continued willingness to learn – about new methods, new ways of seeing, and different perspectives;
- participants' understanding that issues discussed by a project affect different levels and involve different aspects, and that change can be created at these different levels and aspects – including at the personal level, in respect of knowledge, skills, perspectives
- participants' acquisition of a disposition to (personal/communal) action that makes a difference – in participants' own professional lives, in relating to a diverse and changing local and global community;
- the project's successes in increasing the number (and range) of people involved in using DEAR approaches and in having an awareness and understanding of the project's issues/themes.

Questions to ask

Before investigating the four projects, participants were divided into four groups with two groups each designing questions that could be asked:

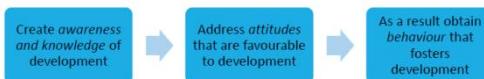
1. about the process of creating change amongst participants/audiences: to find out if the process contributed to such change;
2. about ways of identifying the actual change amongst participants/audiences: to find out what the effect of the project has been on the participants/audiences.

As a stimulus participants were reminded of the key results identified earlier (see above) and then introduced to three (summarised/simplified/stereotyped) approaches to how the creation of change can be -and often has been- seen. Each of these approaches may give ideas about different questions that can be asked in respect of the two issues mentioned.

Approach A



Creating change requires three consecutive steps



The first approach assumes that by educating the public about development issues (by means of creating understanding and 'pro-development' attitudes) behaviour will automatically be changed.

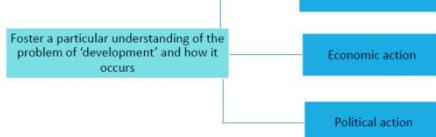
The second approach explains and understands problems of 'development' from a particular (political, social, economic, environmental, educational, communication) perspective. As long as an understanding is developed based on this perspective the assumption is that the public can and will support appropriate actions to overcome the problems.

Approach B



Creating change happens when you: ...

... which will lead to understanding that particular 'pro-development' action needs to take place ...



Approach C



Creating change requires: ...

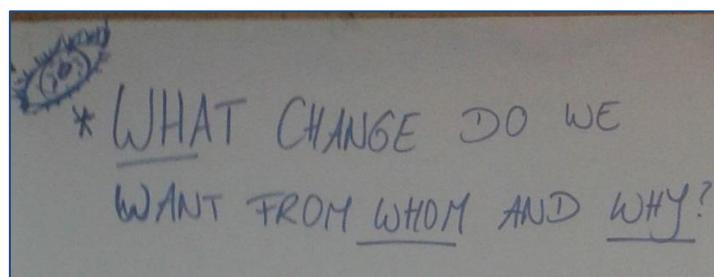


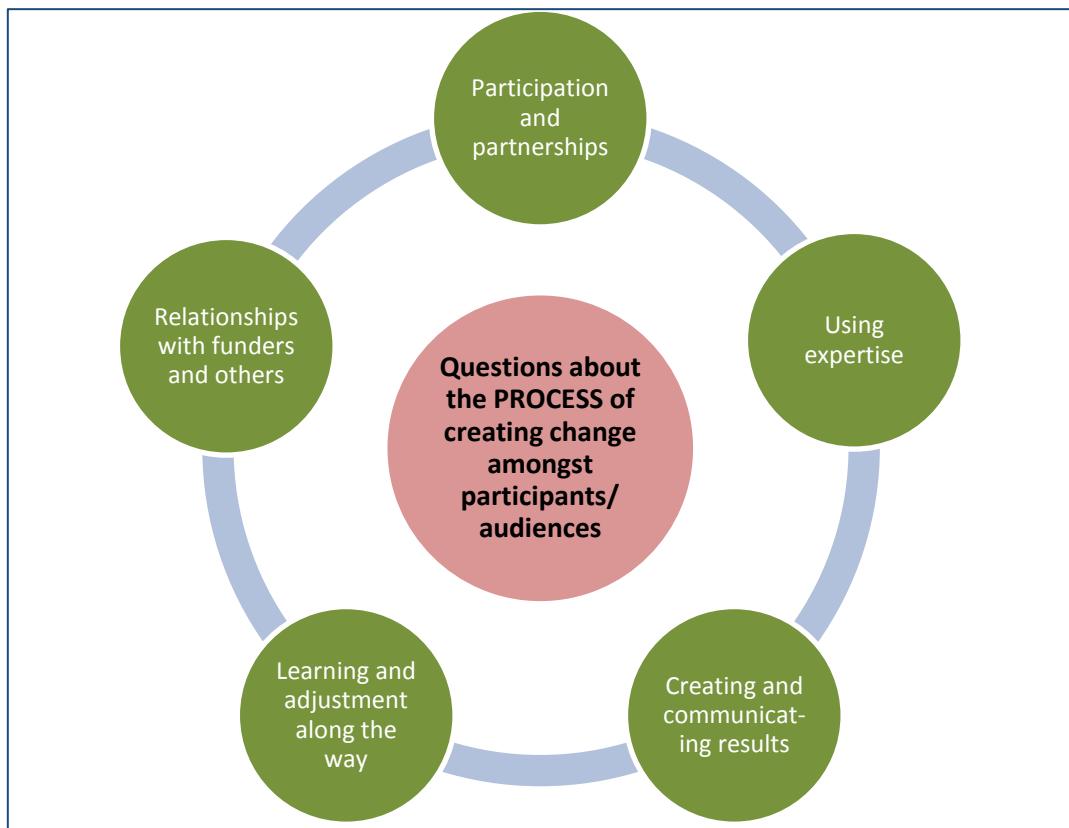
The third approach starts from the point of view that our understanding of the problem of development (and what prevents and promotes it) is limited and that explanations of this are contested. For the public's contribution to development to succeed it needs individual and collective re-thinking and discussion of existing and new perspectives, enabling people to make up their own minds about what is needed to promote (global and local) development.

Depending on the approach adhered to different questions are likely to be asked when considering the processes of DEAR or its results amongst participants or audiences.

Asking questions about process

The two groups that designed questions about this came up with a range of questions which can be grouped into the following categories:





PARTICIPATION AND PARTNERSHIPS

- Who participates? How has the project gone about identifying its specific target group(s) – who was left out and why?
- To what extent is participation a key part of the project's process?
- How are the needs of target groups/participants addressed during the project?
- How does the project motivate all of its participants throughout the project's lifetime?
- How does the project relate to all of its organisational partners and their needs and contexts?
- How are different levels of understanding (amongst participants or partners) addressed?
- How are different levels of motivation (amongst participants and partners) addressed?

USING EXPERTISE

- How is expertise (about the issue or about the educational or communication process) used by the project: (a) from within the project and its participants? and (b) from outside?
- How does the project use 'external' friends (e.g. evaluators, advisers)?

CREATING AND COMMUNICATING RESULTS

- How does the project create open minds and open mindedness (to different ways of perceiving, to different opinions and experiences, and to different knowledge and understanding)?
- How fixed or open-ended are the project's initial stated objectives and results?
- In the experience of the project: is the identification of particular 'steps' towards the intended outcome important, or is a more organic approach better?
- How does the project communicate its achievements? To who, to what effect?

LEARNING AND ADJUSTMENT ALONG THE WAY

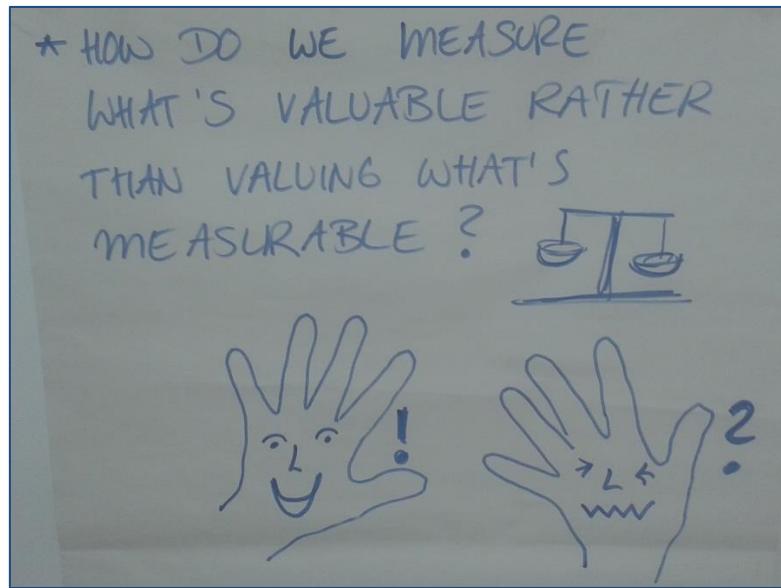
- How does the project address the challenges it faces? How does it use the challenges it faces?
- How does the project address the need for change in its plans during implementation?

- Which tools/methods are used (a) to identify the need for change, and (b) to plan the change?
- How does the project capture its own learning? What does it do to 'step back' and review?

FUNDERS AND OTHERS

- What role does the funder play in the project?
- To what extent are demands from the funder(s) restricting the project or affect its plans or ways of working?
- How does the project address opposition to the project (or to DEAR)?

Asking question about identifying change



Two further groups focussed on developing questions that would help to identify change created by a project. Their suggestions are shown below [grouped under four headings]:



OBJECTIVES AND OUTCOMES

- What is the change the project wants?
- How does the project measure what it sees as valuable/important?
- What do the project organisations see as the significant change created by the project?
- What are the project's unforeseen results (positive and negative)?
- To what extent are (a) project organisations and (b) participants more confident and competent in using particular skills?

FLEXIBILITY

- How does the project balance specific objectives with an open-ended outcome?
- How does the project take account of external influences (e.g. unforeseen changes in policy)?

ASSESSING PROGRESS

- What are the pros and cons of using indicators?
- At what stage(s) in the project are evaluative questions addressed?
- Which evaluative questions does the project ask about changes in (a) participant's mind-sets and in (b) the policy environment?

COMMUNICATION AND IMPACT

- How are project ideas and learning shared inside and outside the project?
- How are post-project impact and results captured?

Obtaining answers from the 'Quantity or Quality?' project

From the lists of questions identified above participants were asked to each select two which they would like to ask of the four projects represented at the workshop. Three groups interviewed different staff members and participants of the Quantity or Quality project.

The 'Quantity or Quality?' project aimed to develop methods and approaches that assess the impact of DEAR on the attitudes of pupils – and on the actions that may be a result of attitudinal change.

The Process:

Participants and partnerships

How did the project address the need of the target group?

- RISC already worked with teachers (incl. on issues of attitudinal change). However, curriculum changes in England forced a major re-think on how the project could be delivered in a way that met the changed needs of teachers

- In Slovakia teachers' needs were addressed by means of e.g. a consultation group, work with teachers (in and out of the classroom), teacher in-service training of methodologies, and support for individual lesson plan development
- However, the overarching needs that were addressed were those of the project and not of teachers: development of ideas and of a publication that met the objective of the project

Learning and adjustment along the way

How did the project address (and use) the challenges it faced?

- Developing consistency in methods and quality of work across the partnership was an initial challenge. RISC's earlier experience of developing activities to address attitudes helped to develop consistent processes
- Dealing with different (and changing) education systems in which Global Learning and its themes are not necessarily a part of the curriculum (or of teachers' experience) required time to find the best way in, e.g. via topics in particular subjects
- Development of activities and case studies took longer than originally

<p>Dealing with funders and others How do you address opposition to the project?</p>	<p>planned: this made dissemination of work done and of learning a challenge towards the end of the project.</p> <ul style="list-style-type: none"> • All final outputs were envisaged to be delivered at the same time- causing a significant organisational challenge (e.g. in writing, design, printing, publishing) • Co-funding for the work of one of the partners took a long time to arrange, which meant that that partner became active at a later stage, requiring 'catch-up' with others and with work that had been done already • Creating spaces for dialogue: developing mutual understandings • Trying to understand their point of view: there are different opinions in the education field about this kind of work, e.g. with some educators arguing not to do this type of Global Learning with young children, and others suggesting that measuring attitudes should not be done • There's also been questioning of the project's scientific basis – e.g. saying that the absence of a control group invalidates the findings. However, the QoRQ project was not set-up as a piece of scientific research: the aims were more modest than that, i.e. giving teachers a series of activities and education approaches that raises questions and enables educators to introduce and discuss issues in the classroom
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The End-Results:

<p>Objective and outcomes What is the most significant change the project has brought about?</p>	<ul style="list-style-type: none"> • In CZ the introduction of a knowledge based approach that enables the raising of attitudes • Changes at different levels: * participating teachers' own understanding, skills and confidence in relating to international development and attitudinal issues, * impact of the project on the school's teaching and learning, i.e. beyond the project teacher, * use of the approach in developing international school partnerships,
<p>What were some of the unforeseen results?</p>	<ul style="list-style-type: none"> • Ideas of the project have been shared beyond the intended target groups • Project methodology is used in bigger Development Education programmes
<p>Flexibility How fixed or open-ended were the objectives (and the process)?</p>	<ul style="list-style-type: none"> • Use of 'good Global Learning' practices was a unifying principle • The development of a publication was fixed • Different methods were used in different countries to meet the intentions and planned outputs of the project
<p>Assessing progress Were indicators used to evaluate the results?</p>	<ul style="list-style-type: none"> • The project brought in an external evaluator who assisted in the development of a series of indicators • Indicators were primarily developed on quantitative aspects of project implementation (quality indicators primarily focussed on participants' satisfaction with value of and support from the project)
<p>Communication and Impact How do you share ideas/learning inside and outside the project?</p>	<ul style="list-style-type: none"> • Teacher groups: for ideas development and teacher feedback on trialling ideas • Monthly partner meetings: collecting stories of experiences of partners • External group of 'experts' meets regularly to discuss project ideas, progress and development opportunities – and also acts as outside 'ambassadors' for the project: disseminating its intentions • On-line forum of participants.

Obtaining answers from the 'Reframing the Message' project

A second series of questioning investigated each of the three other projects present at the meeting.

The 'Reframing the Message' project aimed to work with large number of development organisations (and others) in changing the way in which they communicate "... progress made in reaching the MDGs, while depicting the need for structural change."

The Process:

Challenges: the tension between education and fundraising

- The project acknowledges there's a tension and often a problem but of itself does not provide an answer. Instead it offers facilitation of a discussion.
Generally NGOs operate as MONGOs (My Own NGO) and stereotypical images raise the monies to grow the NGO, so the basic issue is still unresolved

Challenges: planning and changing plans

- The (external) evaluator identified that the project in effect worked around five different themes such as 'images' and 'voices from the South'. It might have been helpful – and more effective - if those themes had been identified at the start of the project as the basis for work with NGOs
- Difficulties in making changes to plans since the EC is very slow in responding to questions – it often takes weeks even when the questions are urgent.

How does Reframing the Message differ from the Code of Conduct on Images? What's the added value?

- For 'Code of Conduct on Images' see:
<http://www.concordeurope.org/publications/item/115-code-of-conduct-on-images-and-messages>
CONCORD's Code of Conduct is not generally used in the Netherlands but the project uses it as an input into discussions

The End-Results:

How did the project measure what's valuable?

- Initially there were no clear indicators and also little clarity on what exactly 'reframing the message' meant. However by asking the question, e.g. about the messages given to the public through fundraising efforts, a momentum developed, initially amongst small NGOs and later too amongst larger ones, that gave further encouragement to NGOs questioning the bases of their public messages.

Unexpected results?

- The growth of the campaign in Denmark (beyond original intentions/hopes): network involved there has raised its profile and status.
- Attention in the Netherlands to the issues raised by Common Cause (see <http://valuesandframes.org/>)
- The reach of trainers (developed by the project) beyond initial plans

Obtaining answers from the 'Experiencing the World' project

The 'Experiencing the World' project includes a focus on "...developing attitudes and values of solidarity with people living in developing countries" including by means of "...workshops and simulations for young people, based on cooperatively developed quality criteria for GE."

The Process:

Participants/Audiences: who were they?

- Teachers, trainers, youth work, facilitators, pupils in year 6 and above
- The initial set-up involved project partners developing a training methodology which was rolled out to people (many of them previously involved in the work of the project partners) through personal contacts, conferences, workshops, etc.
- Strategies used to involve new participants (i.e. those who had no previous interest in global learning) included:
 - using already engaged teachers as 'mentors'/promotors
 - working with (teacher) training centres to engage student

<p>How can you get the schools to allow teachers time out from the classroom to attend project training?</p>	<p>teachers</p> <ul style="list-style-type: none"> • The project and its activities are closely related to the curriculum. Project activities assist teachers to better implement what is required of them.
<p>If you had the same money again what would you do?</p>	<ul style="list-style-type: none"> • Work with fewer schools but with more teachers; more in-depth work; provide more support to help teachers in developing their own ideas • Involve more head teachers and education leaders • Expand to include the (school) community/town or village for a more holistic impact

The End-Results:

<p>What is the most significant change created by the project?</p>	<ul style="list-style-type: none"> • In Slovenia: learning by the project partner that longer programmes and more regular events with participants are effective (and more effective than short-term activities and involvement) • Also: that working with teachers is more effective (and lasting) than working with pupils • The final output: there are now published guidelines on introducing global learning in the curriculum • In the Czech Republic: keeping the project relatively small-scale and focussed on supporting a relatively small group of people/teachers to become change ambassadors for global learning. This has created more sustained impact than a broader reach of the project would have been able to achieve
<p>What is measurable?</p>	<ul style="list-style-type: none"> • In Slovenia: <ul style="list-style-type: none"> ◦ number of materials produced and who and how many are being used ◦ information on why teachers are using (or not using) the materials ◦ the spin-off from the project: e.g. numbers of schools now asking for training, etc. ◦ comparing the effect on participants of short term involvement (through one-off workshops/lessons) with involvement in longer lasting programmes: in the short run there is little difference but project evaluation showed that the latter creates a longer term lasting effect and leads to more actions being taken • In the Czech republic: <ul style="list-style-type: none"> ◦ as above and also more details on why teachers are using the materials, in which circumstances?

Obtaining answers from the 'Facilitating Global Learning' project

This project focuses on the key competences of Global Learning aiming to "... prepare the participants [from various CSOs] for the overarching aim of acting as educators in GL."

The Process:

<p>How are your target groups?</p>	<ul style="list-style-type: none"> • These included multipliers in Global Education: ministries, members of parliament, decision makers
<p>Did you build on new or existing contacts?</p>	<ul style="list-style-type: none"> • Made a deliberate effort to engage new contacts, including through offering an 'introductory/taster' workshop, which then led to participants signing up for longer term courses
<p>How do you share learning amongst partners?</p>	<ul style="list-style-type: none"> • Frequent meetings • Informal meetings between partners • Monthly Skype calls

How do you balance the need to deliver on specific outcomes with an open-ended approach?

- Use of Noddle platform to exchange and develop ideas and materials
- Task groups to develop specific aspects of the project together
- Using the project as a means to establish a network of participants and others: exchanging ideas and developing possible next steps. A meeting had been planned in 6 months time to follow up

The End-Results:

What is the most significant change?

- Access to training where none was available before
- Development of a training programme that is longer than anything else on offer in our regions
- Developing a pilot 'training of trainers' module
- Universities contacting the project and engaging with it as a result of the project publication
- Training module being adopted by other organisations

What kind of evaluation have you used?

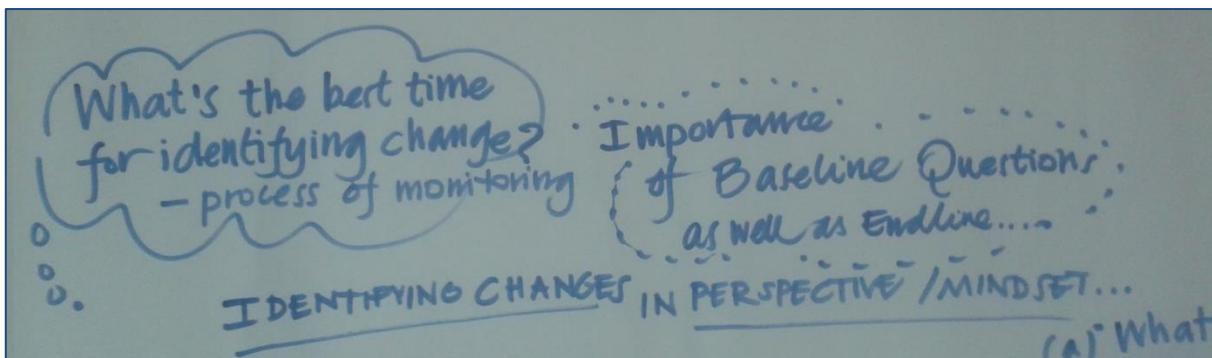
- Planned as a continuous process using
 - baseline
 - needs analysis
 - learning needs analysis
 - (external) expert input and reflections ("this was very valuable and in effect more feedback from 'outsiders' would have been helpful")
 - end of course tests (done by students)
- The project "would be keen to carry out a longer term evaluation a couple of years from now"

How have you captured unintended consequences?

- Use of learning diaries by participants
- 'Blank sheet' form as part of formal feedback forms
- Government funding secured (in Germany) to continue with a second round of training
- Partners in the project are currently investigating and planning to follow up on and build on the project

How much will continue beyond the end of the project? How can it be sustained?

Conclusions



In drawing all this work together participants suggested that the following questions were particularly pertinent to ask about any DEAR project. Participants suggested that consideration of these questions would be helpful during the planning as well as the implementation and evaluation process:

Questions to ask about DEAR projects – during Planning, Implementation and Follow-up

