

Final Report from the Czech National Seminar on Evaluation Methods of Actions in the field of Global Development Education

June 10-11, 2010



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Acronyms

CONCORD	European NGO Confederation for Relief and Development
CSI	Czech School Inspectorate
CzDA	Czech Development Agency
DARE	Development Awareness Raising and Education (working group of CONCORD)
EC	European Commission
FEP	Framework Educational Programmes
FoRS	Czech Forum for Development Cooperation
GDE	Global Development Education
GENE	Global Education Network
MEYS	Ministry of Education, Youth and Sports
MFA	Ministry of Foreign Affairs
NGO	Non-governmental Organisations
NSC	North-South Centre of the Council of Europe
ODA	Official Development Assistance
RIE	Research Institute for Education
UTEGC	Upbringing to Thinking in European and Global Contexts

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1. Foreword

The report was prepared within the National seminar on evaluation methods of actions in the field of global development education. The seminar was organised by the Czech Forum for Development Cooperation (FoRS) platform, comprising almost 50 non-governmental organisations (NGO) and other non-state subjects working in the field of development cooperation, global development education (GDE) and humanitarian aid, with cooperation and financial support of the North-South Centre of the Council of Europe (NSC) and the European Commission (EC) in the framework of the Joint Management Agreement to promote global development education in new European Union member states and within the programme of Czech Development Cooperation. The seminar took place in Prague on June 10-11, 2010. Nearly 40 representatives of NGOs, state institutions, embassies (Great Britain and USA) and educators participated in the seminar.

The aim of the national seminar was to increase awareness of the participants of global development education trends in the Czech Republic in 2008–2010, of monitoring and evaluations in the field of GDE, and give the opportunity to discuss and share experiences in the activities in this field.

The report informs on the course and results of the National seminar and provides complementary information on trends in GDE in the Czech Republic from 2008–2010. The report follows the information and recommendations contained in the report “Global Education in the Czech Republic“ (so called Peer Review) prepared by the Global Education Network (GENE) in November 2008, and provides further information on development in the field of GDE in the Czech Republic by June 2010. The most detailed part of the report is dedicated to monitoring and evaluating GDE in the Czech Republic.

The report comprises six main chapters. The second one, following the introduction, provides a brief description of the seminar. The following four chapters are organised according to the agenda of the National seminar. The third one is focused on a summary of main GDE trends in the Czech Republic from 2008–2010 with respect to development cooperation sector, with respect to the educational sector, the intersector educational strategies and the European context. The fourth chapter summarises previous development in monitoring and evaluation of GDE in the Czech Republic from 2008–2010. The fifth chapter reports on the course and results of the practical part of the National Seminar regarding evaluation methods of activities in the area of global development education. The final chapter provides detailed information on major findings and recommendations adopted drawn upon the deliverables of the National seminar and information contained in the report.

2. Brief Information about the National Seminar

The National seminar on evaluation methods of actions in the field of global development education took place on June 10-11, 2010 Prague in the Educational Institute of Caritas Czech Republic, Máchova 7, Prague 2.

The seminar aimed to increase awareness of GDE trends in the Czech Republic in 2008–2010 and to jointly discuss these among participants coming from different backgrounds, to stress the importance of a systematic approach to GDE actions including monitoring and evaluation, to share best practices in evaluating GDE initiatives and generate practical recommendations for participants.

The event followed the preceding activities of FoRS and its member and observer organisations. More than two thirds of them are active in the GDE field and therefore formed the working group on development education tackling formal education at primary and secondary schools, further one on development studies tackling formal education at

universities and a third one on public awareness, i.e. non-formal education. Representatives of the working groups meet on a regular basis, exchange best practices and coordinate actions (such as GENE peer review in 2008). Among relevant preceding activities ranks the international conference “Effectiveness in Development Education and Awareness Raising” organised by the organisation People in Need in cooperation with the FoRS platform and Forum for Development Education of the European NGO Confederation for Relief and Development CONCORD within the FoRS Presidency project in May 2009. This latter cooperation is based on FoRS membership in CONCORD since its foundation in 2003 when FoRS representatives integrated in the Development Education Forum Working Group (DEF-CONCORD). FoRS members also regularly participate in annual DEEEP Summer School, annual Global Education Week of the North South Centre and in other relevant international events.

The preparation of the national seminar began in spring 2010 with an intense cooperation of the members of FoRS GDE working group. The goal was to make a step forward in FoRS efforts to increase the effectiveness of GDE actions, namely through monitoring and evaluation.

The structure of the seminar was suggested in a way that would best help to achieve the established objectives considering the diverse backgrounds of the participants. The two-day event was divided into two parts. The first part, dedicated to the participants coming from the civil society, state institutions and schools took place on the first half of the first seminar day. First of all, Martin Náprstek from the Czech Development Agency presented the current state of GDE in the Czech Republic and the process leading to drafting the GDE National Strategy. Further, Ondrej Nadvornik, an NGO expert on GDE, explained the current achievements and challenges of implementing organizations, whereby special focus was devoted to monitoring and evaluation in the field of GDE. Thereafter, the European context was outlined by Petra Antosova, a FoRS representative at the CONCORD Development Education Forum (lately renamed to DARE), and by Miguel Silva, the representative of the North-South Centre of the Council of Europe (for more information see chapter 3.5). In addition, Jan Činčera from the Technical University of Liberec introduced monitoring and evaluation systems for education projects and shared his large experience and best practices from environmental education.

The second part of the seminar was interactive and focused especially on GDE practitioners from the NGO sector and their partners from schools (teachers, methodology experts and tutors). The workshop was led by an experienced expert, Louise Robinson from the British NGO RISC (for more information see chapter 5).

In total, nearly 40 representatives of NGOs, governmental institutions (Czech Development Agency), educational institutions (National Institute for Further Education, National Institute of Technical and Vocational Education, Pedagogical Faculty of Charles University in Prague, and Palacky University in Olomouc), embassies (Great Britain and USA), teachers and tutors participated in the seminar.

The event managed to achieve its planned outcomes. On the one hand, the participants raised their awareness of the importance of and could deepen their knowledge on monitoring and evaluation in the field of GDE, both at the level of projects and (in the case of the workshop participants) the level of activities in schools. They also had an opportunity to discuss, share their experiences and try to carry out practical exercises of assessing attitudinal change of the target groups. The workshop participants also obtained a concrete practical toolkit that can be used in monitoring and evaluations in the schools they work (“How do we know it’s working?”, RISC, 2008). Last but not least, the seminar participants could also establish and strengthen valuable contacts.

The evaluation made by 92% of workshop participants was very positive in terms of gaining new knowledge, the expertise of the speakers and the motivation and concrete ideas for the

task of monitoring and evaluation. The participants also expressed the need for further deepening of some issues such as the preparation of an evaluation and analysis of the results among others. For the complete results of the evaluation please see Annex 3. The task for FoRS is now to follow up the efforts of the workshop participants and to provide them with additional support in their monitoring and evaluation activities.

It is also important to highlight that the cooperation with the North-South Centre of the Council of Europe in the seminar enabled FoRS to carry out an analysis of trends of the GDE in the Czech Republic between 2008-2010 including achievements and challenges of implementing organizations namely regarding monitoring and evaluation. As mentioned above, the results of this analysis were presented at the seminar by the author O. Nadvornik. As such, the seminar including the analysis significantly helped to make a shift forward in FoRS efforts in contributing to increase the quality and effectiveness of GDE actions in the Czech Republic.

The seminar outcomes are available at www.fors.cz (section News).

3. Global Development Education Trends in the Czech Republic between 2008-2010

In the following chapter global development education will be briefly described and basic trends in the Czech Republic between 2008 - 2010 summarised. The development will be briefly described from various aspects: a) from the point of view of development of the Czech development cooperation sector, b) from the point of view of the educational sector, c) from the point of view of interministerial educational strategies, d) from the point of view of development of GDE European context. Findings contained in the chapter were gathered from interviews with relevant participants in the area of GDE, based upon presentations at the national seminar and based upon relevant documents analyses.

3.1 Definition of Global Development Education

Global development education has not been defined in the Czech Republic explicitly and various participants involved use various terms and definitions. The actual attempt to unify the name and definition can be seen in the proposal of the Global Development Education National Strategy defining GDE as follows:

“Global development education is a lifelong educational process helping understand differences and details between the lives of people in developing and developed countries and helps understand economic, social, political, environmental and cultural processes influencing their lives. It develops skills and supports creation of values and attitudes so that people are able and willing to proactively participate in the resolution of local and global problems.

Global development education is aimed at taking responsibility for the creation of the world where all people have the chance to live worthy lives“.

The GDE concept defined this way includes both formal and informal education and awareness raising.

3.2 Development in respect of Development Cooperation

The development cooperation activities have been coordinated in the Czech Republic since 2002 based upon Czech official development assistance (ODA) strategies approved by the government of the Czech Republic. Both the strategy for 2002–2007 and the new one for 2010–2017 include the GDE concept. The strategy for 2002–2007 deals with development

education without a clear definition of the concept and clear objectives to be pursued by development education. In the new strategy for the period 2010–2017 the global development education concept reflecting the definition above and a reference to GDE objectives detailed in the proposed National GDE strategy have been used.

Between 2008–2010 the Ministry of Foreign Affairs (MFA) of the Czech Republic was the general guarantor of the GDE projects, specifically through the Development Cooperation and Humanitarian Aid Department and annual tender for funding of development education and awareness raising. In addition to this, also the share of GDE projects financed from foreign resources, mainly by the European Commission and also co-financed on the grounds of trilateral Czech ODA projects has increased.

Also the Czech Development Agency (CzDA) provided significant support to monitoring GDE projects in this period. After passing the amendment to the Act on Development Cooperation and Humanitarian Aid by adoption of the decree 151/2010 Coll., establishing the Czech Development Agency as an “organisational unit of the state fulfilling the tasks regarding foreign development cooperation“, increasing of the role of CzDA in identification and monitoring of GDE projects can be anticipated.

Based upon information obtained from CzDA it is possible to state that the amount of funding dedicated to GDE projects has been increasing every year since 2004 except for the year 2010 where the amount of funding provided to grants dropped, but the amount of funding provided to trilateral GDE projects has slightly increased.

In 2010 the Ministry of Foreign Affairs gave the chance for the first time to include projects longer than one year in the calls for proposals with the reservation that the funding was guaranteed only for one year of the project. But if resources are available for the next year/s and the project is evaluated positively based upon an annual report, then the long-term projects approved this way would have financing guaranteed for the remaining part of the project.

Table 1: Development Education and Awareness Raising in 2007–2010

Year	Number of projects	Grants provided
calls for proposals (bilateral grant titles)		
2007	10	7.2 million CZK
2008	11	10.9 million CZK
2009	15	13.2 million CZK
2010	16	12 million CZK
trilateral projects		
2007	9	3.66 million CZK
2008	11	3.6 million CZK
2009	10	4 million CZK
2010	15	4.5 million CZK

Source: CzDA

Activation of the FoRS platform working group focused on development education and awareness raising in 2008 was an important factor in connection with the Peer Review performed by GENE and in connection with the activities related to the Czech Presidency of the European Union in 2009, in particular with the conference „Effectiveness in Development Education and Awareness Raising “. In this period two FoRS working groups (Development Education and Awareness Raising) were merged. The newly established working group met approx. four times a year and was active in planning important events, sharing information and resources in the sphere of GDE. Representatives of the FoRS working group also joined

activities regarding preparation of the GDE National Strategy and participated in the national seminar.

3.3 Development in the Educational Sector

No change occurred in the formal educational system during this period that would significantly influence the development of GDE. The basic educational trend is defined by framework educational programmes (FEP) and follow-up school educational programmes. All basic schools and grammar schools in the Czech Republic taught or started to teach, based upon newly created school educational programmes containing mandatorily the cross-disciplinary topic, Upbringing to Thinking in European and Global Contexts (UTE GC). The cross-disciplinary topic and other educational fields provide larger opportunity to include GDE in teaching at basic and grammar schools. There still exists no systematic evaluation on the progress at schools. In general it can be stated that it is up to the willingness and skills of individual teachers and directors to what extent they will devote themselves to UTEGC, to what extent they will attempt to set specific objectives for UTEGC at their schools and to fulfil them. The schools can get partial support both from non-governmental organisations active in GDE and from the Research Institute for Education (RIE), or other organisations in the field of education. Preparation of model anticipated deliverables of the cross-disciplinary UTEGC topic prepared by an expert group under the supervision of RIE is an important current initiative. Model anticipated deliverables and practical examples of their implementation in practice may help schools and teachers to implement UTEGC systematically in education and at the same time to serve as a basis for evaluation of the cross-disciplinary UTEGC topic. It can also be expected that the model anticipated UTEGC deliverables will be used for future review of the cross-disciplinary topic in the future modifications of FEP (planned preliminarily for the year 2013).

In this period, at technical and vocational schools framework educational programmes were still prepared for some fields of study, it means some of the fields of study were not taught according to the new curriculum documents. But it can be stated that the cross-disciplinary topics for these fields of study are identical and provide less opportunity for GDE than at basic and grammar schools. GDE can be applied in cross-disciplinary topics "A Citizen in a Democratic Society" a "A Man and Environment".



ISŠ Sokolnice, workshop "Who is well-off?" within the cycle Word in the Shopping Cart", Society for Fair Trade, author Jakub Puškáš, June 2010

GDE has gradually been winning recognition in the field of tertiary education. At some universities subjects are lectured dealing with global development education in various concepts and under various names. At various universities subjects are lectured the aim of which is to promote the qualifications of students in the field of implementation or economic and political aspects of the development cooperation or globalisation. These subjects are

mostly lectured at faculties of non-pedagogical orientation, but the faculties training future teachers in GDE in specialised courses are still few.

Regarding informal education a number of organisations have implemented individual projects focused on various target groups (general public, youth, NGOs). No significant changes occurred in this field during the period monitored.

3.4 Intersector Educational Strategies

Global Development Education National Strategy initiated by the Ministry of Foreign Affairs can be considered a significant shift in GDE. The strategy was closely presented by Martin Náprstek from CzDA at the national seminar. Preparation of the strategy was started in September 2009 and its first completed version was finished in April 2010 which was submitted for approval to the Ministry of Education, Youth and Sports (MEYS). Should the MEYS approve the strategy, it will be passed to the Government of the Czech Republic for approval. Preparation of a medium-term action plan should follow the strategy.

The need in a National Strategy was stressed several times in the past both in the Czech Republic and at international forums, at the last time it was recommended by a GENE expert group. The importance of the strategy lies mainly in joint definition of a concept, objectives, principals and instruments for implementation of GDE which relevant participants in the Czech Republic will stand up for. Such a joint definition should help improve coordination of GDE actors, more specifically targeting of GDE activities, systematic evaluation of GDE programmes and following higher efficiency and impact of the GDE programmes in the Czech Republic.

In July 2008, the government approved the Educational Strategy for Sustainable Development in the Czech Republic (2008–2015). Its orientation overlaps or complements the future Global Development Education National Strategy in many areas. In the following period, a three-year action plan for 2010-2012 was prepared and approved by the MEYS in July 2010. Owing to the complementarity of both strategies mentioned occurrence of synergies in implementation of the set objectives can be anticipated with adequate coordination of action plans following the strategies.

3.5 European Context of Global Development Education

The Czech Republic has joined, at the non-governmental level, international initiatives mainly through a representative of FoRS in the Development Awareness Raising and Education Forum (DARE <http://www.deeep.org/dareforum.html>). The newly renamed forum (formerly Development Education Forum) is a working group of the European NGO Confederation for Relief and Development CONCORD (www.concordeurope.org).

DARE meets regularly twice a year. Petra Antořová from ADRA non-governmental organisation is a current representative of the FoRS platform in DARE. At the national seminar she informed on the following activities of DARE forum:

Within the forum, discussions continue on the correct name of the field addressed by the forum. An agreement has not been reached whether it is more appropriate to use the name “Global Education“ or “Development Education“.

Annually DARE organises summer schools focused on development education. This year it took place in Hungary (6-13 June). Next year, it will take place in Finland and will be focused on evaluation and impact of GDE. The summer schools have repeatedly been assessed with respect to their effects for participants. DARE has decided to evaluate the summer schools and based upon the results to change the structure of future summer schools. Within DARE

a working group has been established focused on impact and evaluation of GDE. Evaluation of the summer schools will be the first activity of the group. DARE also plans broader involvement of the CONCORD platform in the summer schools. Cooperation of CONCORD in organising of the summer schools is planned for 2012.

Further, DARE approved the strategy “Greener DEF”, as a set of recommendations for being the most environmentally friendly in daily activities of non-governmental organisations. The strategy will also be presented within CONCORD.

At present a report has been published “DE Watch – European Development Education Monitoring Report”, presenting the leading actors in the global development education in Europe and their roles. Further, organisations, projects and basic trends including analyses of GDE funding in various European countries were presented. The report is available on www.deeep.org.

Another document dealing with the topic to be mentioned is the so called DEAR study (Development Education and Awareness Raising) presently being prepared by the European Consultants Organisation. The study addresses GDE projects financed from European Commission grants in the last five years. The report should be published by November 2010.

Another interesting activity planned is the European Development Days that will be held in Brussels on 6–7 December 2010. The event gives the opportunity to present activities connected with development cooperation or development education to representatives of the general public, the European Parliament and journalists. Public debates on development education with some of the EC commissioners are planned. DARE will have its own stand where national platforms or individual organisations may present themselves. The concept of the presentation has been prepared at present; it should be interactive and it is possible to get involved in planning of its form.

Another important European stakeholder in global development education is the North-South Centre of the Council of Europe. The representative of North-South Centre, Miguel Silva, presented NSC strategies developed in the field of GDE. NSC GE programme core activities, dealing with awareness-raising, networking and capacity-building, offer reference documents, pedagogical tools and on-line training courses for educators from the formal and non-formal sector to get acquainted with GDE (info and tools available on http://www.coe.int/t/dg4/nscentre/GE_en.asp). In parallel, the NSC has been working for the institutional support and recognition of GDE through the organisation of national seminars involving representatives from ministries, parliaments, civil society and local authorities with the objective of facilitating a coordinated policy at national level for the support, dissemination and practice of GDE. This approach has been recently reinforced through the signature of a Joint Management Agreement between the NSC and the EC aiming at creating a coordinated European policy for the support of GDE.

While in 2002 the NSC organised in Maastricht the Pan-European congress defining a strategy for GDE until 2015, a second Pan-European congress is planned for 2011 to assess the achievements of such a strategy. Concurrently, the NSC is working on a global education (GE) recommendation that would create an institutional framework for GE within the Council of Europe member States.

4. Analysis of Monitoring and Evaluation in the field of Global Development Education in the Czech Republic between 2008–2010

Based upon the recommendation called Peer Review of GENE and based upon the need of the participants in GDE in measuring and assessing the impact of their activities on beneficiaries FoRS has decided, with the support of its GDE working group, to concentrate on increasing capacities in evaluation and monitoring of GDE programmes and projects at

various levels. Also the national seminar focused on the methodology for evaluation of GDE activities complying with this objective.

In order to describe the actual practice, including identification of obstacles and good practice examples, a simple analysis of the current state of GDE evaluation in the Czech Republic was carried out. The summary of results was presented at the national seminar and it is detailed in this report. The analysis was carried out first of all based on structured interviews with relevant participants in the field of GDE evaluation and monitoring and upon a quantitative analysis of indicators used in a selected sample of GDE projects implemented between 2008–2010.

The analysis was divided into two main parts:

- 1) Description of actors and their roles in the evaluation and monitoring of GDE in the Czech Republic
- 2) Major trends in monitoring GDE projects in the Czech Republic – „What and how do we measure?“

4.1. Description of Participants and their Roles in the Evaluation and Monitoring of Global Development Education in the Czech Republic

For the purposes of the analysis, we distinguish between three various levels of GDE activities, the evaluation of which includes various actors to a certain degree. These are

- programme evaluation level,
- project evaluation level,
- target group and beneficiaries level,

while evaluation at each higher level requires necessarily evaluation at a lower level.

At the programme level the main actors in GDE are in the Czech Republic: Ministry of Foreign Affairs, Czech Development Agency, Ministry of Education, Youth and Sports and its specialist departments, and the European Commission.

It can be stated that in the period monitored no common reference framework existed which would enable all participants to carry out an overall evaluation of the impact of the GDE activities as a whole. Clearly defined definitions of GDE, GDE objectives or an action plan for implementation of the objectives were missing. In the future, a National GDE strategy may become the reference framework. The aforementioned Peer Review performed by GENE organisation was the first attempt for complete evaluation of the state of GDE in the Czech Republic.

The **Ministry of Foreign Affairs** has become a guarantor of the annual call for proposals for funding development education and awareness raising projects. The Czech Development Agency also plays a supportive role in evaluation of the project plans and monitoring of selected projects. But the funding programme mentioned is lacking clearly set objectives, and an instrument for evaluation of the effects as a whole is missing.

MFA has repeatedly been ordering public opinion surveys with an external agency. The surveys are mainly focused on perceiving Czech development cooperation by the general public. They do not address the entire scope of issues regarding GDE. The latest survey was carried out by the SC&C agency in the autumn of 2008. Worth mentioning is that the number of people aware of governmental development aid dropped from the previous survey in 2006 from 59 % to 53 %. But the data does not show the state and efficiency of GDE in our country.

The contents and implementation of formal education is the competence of the **Ministry of Education, Youth and Sports** among other things. In basic and grammar school education GDE is mostly implemented via the UTEGC cross-disciplinary topic, and in technical education via the cross-disciplinary topics “A Citizen in a Democratic Society“ a “A Man and Environment“. The cross-disciplinary topics have, within the education programmes, general objectives (benefits) and topics through which the benefits are to be achieved. Each school has then the obligation to specify the objectives for their students at various educational levels. The set objectives may then serve as a reference framework for the evaluation of achieving them. Evaluation of fulfilment of education objectives are the competence of the Czech School Inspectorate (CSI) performing regular evaluations of school education programmes and their implementation by individual schools. So far, CSI has focused preferably on the evaluation of other aspects of education rather than cross-disciplinary topics. Also instruments for evaluation of cross-disciplinary topic objectives, which are mainly skills and attitudes, are not sufficiently worked out and used by teachers. We can, therefore say, that even at the level of evaluation of the formal education we do not have information available regarding impact or efficiency in GDE.

Another significant actor is the **European Commission** which annually announces calls for proposals for development education and awareness raising projects. The financial instrument has been used by organisations in the Czech Republic to an ever-increasing extent. The European Commission restructured the instrument in 2006, in which a new thematic programme “Non-State Actors and Local Authorities in Development“ was set, and from which GDE projects are financed. General objectives were set within the programme, which are specified annually in a published grant plan. In 2008, the EC performed an overall evaluation of the programme for 1998–2007 analysing 690 projects. An evaluation report is available at www.deeep.org. Now, in mid-2010, the EC has been performing a complete evaluation of the new thematic programme for 2008–2010.

At the project level the main actors are mainly **donors and GDE project implementers** (at present mainly NGOs and universities).

The Ministry of Foreign Affairs has ordered evaluation of two GDE projects by external evaluators from 2004 up to now. The reason for failing to evaluate more GDE projects is the lack of capacities and finance of the MFA for this field of activity.

At the same time there is a trend of including evaluation in the projects by their implementers, both from their own initiative or based upon the requests of donors. It is mostly the case of long-term projects, specifically projects financed by the European Commission, which recommends allocating finance for project evaluation directly in the project budget, and at the same time considers quality evaluation as one of the criteria for project financing. Some of the project evaluations are performed by external evaluators and some are performed internally within a project team.

At the target groups and beneficiaries level the main actors are **teacher and other school personnel, students, multipliers and the general public**.

During implementation of GDE projects, representatives of target groups and beneficiaries provide most often information necessary for the project evaluation, i. e. based upon questionnaires, interviews, etc. It is also possible to use participative evaluation methods, where teachers or students themselves collect and evaluate information evidencing the change generated by a given activity or a project. Within projects, they can also participate in defining relevant criteria for change evaluation.

Outside the project logic, i.e. within implementation of school education programmes, teachers evaluate their own activities based upon criteria they defined themselves, but which also result from framework and specific school education programmes. As stated above, evaluation of cross-disciplinary topics (relevant to GDE) remains the questionable part of the

Czech educational system and it can be anticipated that only a few schools use their own methodology for this purpose. It is not possible to assess to what extent schools do have adequate instruments at their disposal for evaluating cross-disciplinary topics.



Training of teachers České Budějovice,
Caritas Czech Republic, author Ilona
Gajdíkova, March 2009

4.2. Major Trends in Monitoring Projects in the field of Global Development Education in the Czech Republic – “What and how do we measure?”

When evaluating the quality and impacts of projects it is possible to concentrate, apart from evaluations carried out during or at the end of the project, also on information gathered from an ongoing monitoring. We proceed from the assumption that the type of information collected this way is predetermined by the defined indicators indicated in the project documentation. With the use of these indicators implementers measure the extent of achievement of the planned results and project objectives. In the next part we will concentrate on the development of the type of information collected by the implementers and used for measuring the success of their projects.

Methodology: 25 projects were used for the following analysis, the implementation time of which at least partly fell in the period 2008–2010. The projects were not selected at random, but based on self-selection, i.e. all projects were reviewed by the logical frameworks which implementers provided for analysis. Due to a high percent of the projects reviewed and due to all projects implemented in this period (approx. 60–80) it can be anticipated that the trends found may be associated with all projects implemented in this period.

The basic research question was: **What type of information do we measure using the project indicators?** The reason for this question was to find on what type of information we are concentrated during project monitoring; whether we identify rather fulfilment of the planned activities than their impact on target groups and end-beneficiaries.

Further we wanted to know whether the type of information collected was developing somehow and whether it was different according to various types of projects.

For the purpose of the analysis, we differentiate between several types of indicators:

- indicators for measuring the end-recipient condition change (students, pupils, general public) *these are indicators measuring e.g. change of knowledge, skills, attitudes or behaviour of end-beneficiaries,*
- indicators measuring change of practice of multipliers (teacher, trainer, school) *these are indicators measuring e.g. change of practice of those providing education, i.e. change in the style of teaching of teachers, change of school educational programme or change of the school environment,*
- indicators measuring change of a state in the system *these are indicators measuring changes at the level of the education system, general curricular documents or other system changes,*

- indicators only measuring fulfilment of a project activity *these are indicators only measuring fulfilment of an activity and do not follow any of the types of changes indicated above, typically e.g. the number of participants in a workshop.*

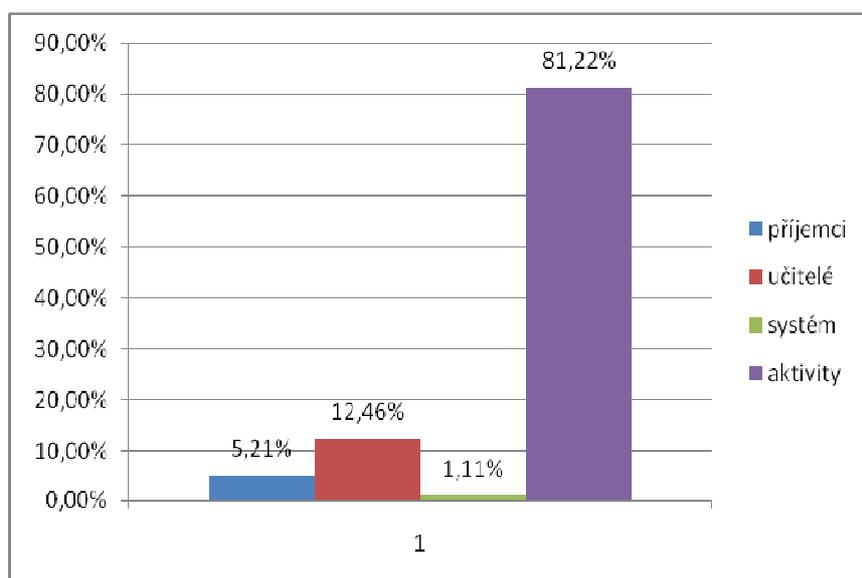
We monitored indicators in 25 selected GDE oriented projects considering only indicators related to specific objectives and expected results. That is, indicators at the level of overall objectives were omitted due to their great generality. Since each of the projects has a different number of indicators, only percent ratio of a certain type of indicators to the overall number of indicators in a given projects was considered for each type of indicators.

a) Using Various Types of Indicators

Based upon the analysis it was found that 81.22% of indicators only measured fulfilment of activities, 12.46 % of indicators measured change of practice of teachers, multipliers or schools, 5.21% of indicators measured the change of condition of beneficiaries and 1.11% of indicators measured the change of the state in the system.

When interpreting the results it is necessary to consider that the focus of the projects and their objectives influence the types of the used indicators. The low representation of indicators measuring change of state of the system is caused by a small number of projects aimed at the change of the system. Alike, the types of indicators monitoring the change of teachers, schools, multipliers or end-beneficiaries, students, the general public are dependent on whether a specific project is focused on working directly with end-beneficiaries, or it is aimed at change of practice of educators. In any case, it can be stated that a prevailing part of the indicators is focused on monitoring of implementation of specific activities, while a smaller part of indicators (less than 1/5) is used to measure the change at the level of end-beneficiaries, education agents or a change at the system level.

Diagram 1. Overall Application of Various Types of Indicators during 2008–2010



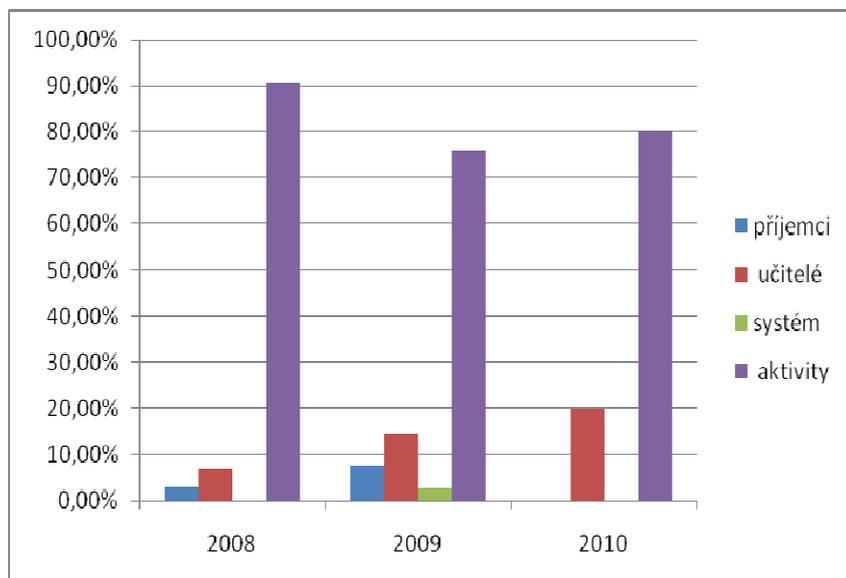
b) Development of Indicator Types during 2008–2010

Further we wanted to know whether any trend using various types of indicators over time can be traced. We divided the projects in four groups according to the year of their launching.

It is clear from Diagram 2 that the only trend traceable over time is the increase of indicators focused on the change of the practice of teachers, schools, multipliers. If we look at the indicators focused on the recipient and system, we can see a growth in 2009 compared to 2008, but in 2010 the trend does not continue. One of the possible explanations may be that

no project financed by the EC has been included in the monitored 2010 projects. It can be anticipated that at the end of 2010, after inclusion of these projects the ratio of indicators only measuring fulfilment of activities will decrease in favour of other types of indicators.

Diagram 2. Comparison of the Used Types of Indicators Broken Down according to the Year of the Project Launching

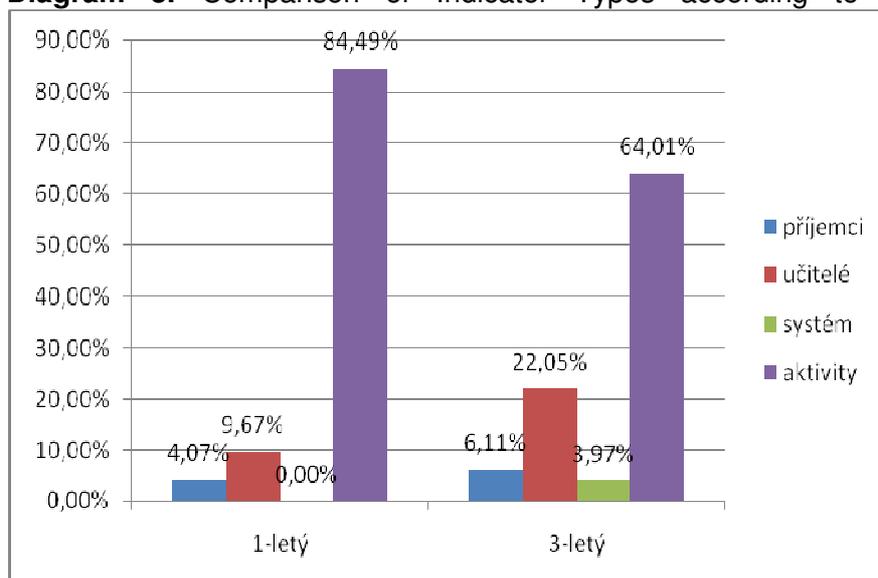


c) Using Various Types of Indicators according to the Length of the Financed Project

Another issue studied was whether various types of indicators differ somehow in projects of different length. Among the projects studied prevalingly one-year and three-year projects occurred. In addition to this, two two-year projects occurred in the sample, but these were omitted due to a low number of cases in this category. Therefore, were compared only indicator types in one-year and three-year projects.

It is clear from Diagram 3 that the number of one-year projects is much higher (by 20 percent), only indicators measuring fulfilment of activities to the cost of indicators measuring the change at the level of the system, educators and end-beneficiaries were used.

Diagram 3. Comparison of Indicator Types according to the Length of Projects

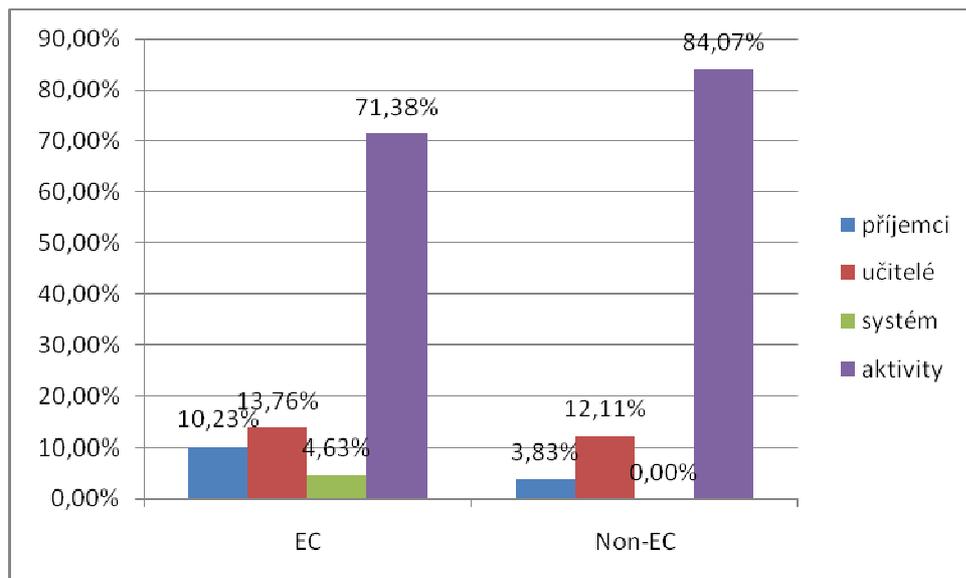


d) Using Various Types of Indicators according to a Donor

The last category studied was the type of donor. We wanted to know whether indicator types occurring in projects financed by the EC, differ from indicators occurring in projects financed by other donors. The reason for studying this hypothesis was the assumption that the EC requires more strictly relevant indicators measuring impact of a project in approved project proposals and takes them into consideration when evaluating the project proposals.

It is clear from Diagram 4 that in projects financed by the EC indicators measuring fulfilment of activities are less used, and to the contrary indicators measuring change at the level of the system, educators and mainly at the level of end-beneficiaries are used to a greater extent.

Diagram 4. Comparison of the Used Indicator Types according to Donors



e) Interpretation

Based upon the findings described above it can be stated that more than 80% of indicators used in GDE projects between 2008–2010 are only focused on measuring fulfilment of activities.

Measuring the change of state, or practice at the level of educators, beneficiaries or system occur more often in the GDE projects financed by the EC than in those of other donors, and more often in three-year projects than in one-year projects. These two categories are identical to a greater extent, since the majority of the three-year projects are concurrently projects financed by the EC. It cannot be expressly concluded from the data collected whether the major factor affecting use of these indicator types is the long-term nature of the projects or rather EC requirements for project and indicator quality.

Regarding development of indicators over time it is not possible to arrive at definite conclusions. We can raise a presumption that the ratio of indicators only measuring fulfilment of activities has been decreasing each year, with the increasing number of implemented projects financed by the EC.

f) How are Indicators Measured?

In the previous part of the analysis we focused on what indicator types were defined by organisations implementing GDE projects. But we did not find whether and how information necessary for evaluation were collected and evaluated, to what extent the set indicators were fulfilled in a respective project – in other words how to measure indicators in GDE projects.

Within the analysis it was not possible due to time limitation to investigate in detail to what extent and how various organisations measure their indicators. Based upon structured interviews a basic survey of the methods used for collection of data for indicator evaluation was prepared.

The most often used instrument of monitoring of GDE activities is a questionnaire filled in by participants in training immediately after the end of training. In such questionnaires satisfaction of participants with various aspects of training is surveyed. The participants are asked to assess to what extent the knowledge acquired during training will be applicable in practice.

Another instrument used in monitoring is questionnaires among teachers or students at school, surveying to what extents the education practice has changed due to project activities or to what extent knowledge, skills or attitudes of students have changed. The questionnaires are sometimes accompanied by structured interviews or so called focus groups with representatives of the target groups already mentioned.

Quite often organisations used a simple random feedback from target group representatives through informal discussions in the course of the project, for example.

Based upon the survey several cases of good practice were identified when collecting information on monitoring or evaluation:

- finding knowledge and attitudes of students prior to a project and thereafter (in some cases in a control group),
- during long-term working with specific teachers regular and repeated finding how often and in what manner materials are used,
- combination of questionnaire quantitative surveys with quality oriented research methods, e.g. focus groups,
- teachers at schools involved in a project set objectives for themselves which they plan to achieve at school or with students, and over time they evaluate the extent of their achievement,
- implementing organisations cooperate with teachers in the development of a methodology on how to monitor development of attitudes of pupils over time.

5. Practical part of the national seminar regarding the activity evaluation method in Global Development Education

The national seminar, in addition to the aforementioned presentation of trends in GDE at the Czech and European level, also focused on practical instructions and procedures for the implementation of the evaluation and monitoring of GDE projects and programmes. Jan Činčera, working at the Technical University in Liberec, concentrated on the evaluation of programmes and projects in his presentation. Then Louise Robinson from Reading International Solidarity Centre (RISC) headed a workshop focused on practical ways of evaluating and measuring GDE education impacts on knowledge, skills and attitudes of students.

5.1. Evaluation of Programmes and Projects

In his presentation Jan Činčera defined the basic terms in evaluation and monitoring, presented general principles of evaluation and contemplated under what circumstances it was sensible to evaluate a specific programme or project. Using examples of specific projects he demonstrated how beneficial systematic evaluation for existing programmes might be.

The evaluation was defined as a process of critical verification of programme. It includes collection and analysis of information about the project activities, its characteristics and outputs. **The goal of evaluation is to formulate statements about the programme in order to increase the effectiveness a/or provide information necessary to take decisions about the programme.**

The main reasons to carry out evaluations included arguments such as improvement of the quality of the programme, savings in an organisation, presentation of the programme towards external actors or communication with donors. It is meaningful to carry out an evaluation when there is a real chance that the programme is working, if it is possible to evaluate it, if it is worth evaluating it at all, and if the implementer is open to receive feedback and to modify the programme.

The main principle of an evaluation preparation is the fact that there is no ideal evaluation design. Organisations should have a pragmatic and at the same time participative approach, and they should also be careful in making interpretations and recommendations, since no evaluation provides exact statements.

Further, Jan Činčera dealt in his presentation with a theory of a programme in which the evaluation concept is embedded. He presented a theoretical model of an evaluation process in which all individual evaluation steps are based. Later on he described the individual steps in detail starting from collection of information on the project, setting of evaluation questions, preparation of an evaluation plan to data collection and analysis and preparation of an evaluation report. At the end he recommended the participants a list of relevant documentation for the planning and implementation of evaluation. The presentation is downloadable from web pages www.fors.cz section News.

5.2. Evaluation and Measurement of Impact of Education on Students in the Field of “Global Citizenship“

Louise Robinson from the British organisation RISC in her one and half day workshop concentrated on the presentation of specific methods that can be used for measuring attitudes of students and on the evaluation of the extent of implementation of the concept “Global Citizenship” (similar to GDE) by the schools in their curriculum, teaching and school life.

First of all a Global Citizenship concept was introduced to the participants of the workshop originally prepared by the organisation Oxfam (http://www.oxfam.org.uk/education/gc/what_and_why/what/) functioning in formal education system in Great Britain as a cross-disciplinary concept the Czech GDE concept being analogous to it. Global Citizenship has been defined in Great Britain based upon determining principles which are further processed in various subjects according to various levels of education. Measuring selected attitudes of students and the development of attitudes over time is one of the parts of evaluation of the scope of success in implementation of global citizenship principles at schools.

Further, participants practiced some of the methods used by RISC organisation for measuring and evaluating attitudes of students. Mostly these were methods identifying prejudice or stereotypes regarding similarities and differences between developed and developing countries and their inhabitants. The methods presented were mostly based on knowledge and attitudes of the participants. These methods were to ascertain how balanced the participants' ideas about developing countries and their inhabitants in contrast with developed countries are and to what extent they are influenced by normal stereotypes.



National seminar on evaluation methods of actions in the field of global development education, Czech Forum for Development Cooperation-FoRS, author Marie Zázvorková, June 10-11, 2010

Interesting with respect to implementation of GDE were for the participants mainly recommendations to focus education on details of various aspects of life in developed and developing countries and only after that on differences. Another recommendation was to compare comparable aspects of life (for example effects of poverty in various countries or effects of development in various countries, etc.).

Detailed information on the described approach including specific methods serving evaluation of changed attitudes and stereotypes of students is available in a publication of RISC organisation “How do we know it’s working?” http://www.risc.org.uk/education/risc_publications.php.

Another part of the workshop was focused on possible self-evaluation of schools from the point of view of how they manage to fulfil their objectives and principles of the Global Citizenship concept. RISC organisation has developed an instrument for evaluation that can be used for monitoring and evaluating changes at schools in this field externally or directly by school representatives.

Evaluation is based on the identification of key areas of global citizenship at schools. These areas are:

- education and teaching,
- development of school employees,
- educational materials,
- school environment,
- ethos,
- communication,
- monitoring and evaluation.

The RISC organisation has defined a set of criteria for each of the areas listed according to which schools can classify themselves with the grades unsatisfactory – excellent. This helps schools realize in which areas they have managed to fulfil the Global Citizenship concept, where the gaps are and on which area to focus.

Schools in Great Britain having adopted an approach to perform “audits”, i.e. complete self-evaluation in the area of Global Citizenship once every two years which allows them to follow both the development of individual groups of pupils, and the overall development of the school in a given area.

Participants of the workshop discussed in groups **possibilities and obstacles of self-evaluation** at Czech schools and attempted to formulate proposals how to overcome the obstacles identified.

- The participants considered the following as an opportunity provided to schools by the self-evaluation: **opportunity** for critical discussions and self-reflection inside the school, mapping out of the situation at school, preparation of foundations for setting or modifying of objectives for the next period, planning, creation of incentives for implementation of changes, mutual inspiration inside the team, exchange of experience and knowledge, preparation of arguments for school inspections, possible improvement of school's image and drawing attention to one's achievements.
- The participants considered the following as **obstacles** or **risks** the schools using self-evaluation encounter at present: misunderstanding of evaluation criteria or criteria defined vaguely, possible origination of conflicts inside a team, imbalanced (subjective) evaluation of the current state (mainly overestimation of situation), formal approach to evaluation, time demand.
- The **proposed methods for overcoming some of the obstacles mentioned** included: at the beginning of self-evaluation to make sure that all participants understand the concept, objectives and methodology, involve students in the self-evaluation process, share experience in the team, specify indicators (criteria), formulate criteria jointly in the team, assistance on the part of educational institutions and NGOs, ensure good atmosphere during self-evaluation and start with positive findings, ensure "safe atmosphere" for beginners during the evaluation process, return regularly to the set objectives and repeat self-evaluation.

6. Final Recommendations

In the final chapter general recommendations formulated by the author of the report based on the information presented in the report and recommendations formulated by the participants of the workshop are summarised.

6.1. Recommendations for National Authorities

- To complete the process of creation of a Global Development Education National Strategy and submit the strategy to the government for approval. If approved, it is necessary to focus on the preparation of a specific medium-term action plan (approx. 3 years) aimed at the fulfilment of the objectives set in the strategy. The National Strategy and the strategy-based action plan should serve as basic reference documents for coordination and cooperation of Ministries playing the leading role in the implementation of GDE, in particular the MFA and MEYS.
- To ensure sufficient financial and human resources for the monitoring and evaluation of existing programmes and evaluate to what extent they help fulfil the strategy objectives and partial action plans on an ongoing basis.
- To include the opportunity to finance longer-term projects in existing GDE financing tools and thus to enable improving quality, increasing effects and systematic evaluation of projects.

6.2. Recommendations for National Authorities and the European Commission

- To increase the amount of finance dedicated to GDE projects so that programme and project implementers or other participants have the chance to monitor and evaluate

results and impacts of GDE projects and programmes more effectively. Then to set the conditions of financing tools so that also systematic and quality monitoring and evaluation in projects becomes the criterion for project financing.

- To continue in its efforts to increase capacities of all existing participants regarding GDE evaluation and monitoring. To cooperate in the creation of GDE evaluation and monitoring instruments appropriate for the Czech context.

6.3. Recommendations for GDE implementers

On evaluations:

- To promote awareness of the importance of evaluations among all relevant participants (NGOs, schools, institutions, the general public and parents), explaining that the evaluation is an opportunity for improving the GDE work through learning from both positive and negative experiences
- To continue deepening knowledge and strengthening capacities in the topic of evaluations.
- To learn from international experience, but adapt it to the local context.
- To consider the evaluation as a starting point for a project planning.
- To contemplate the evaluation methods in the project planning phase.
- To make the GDE objectives clear in order to be able to evaluate them.
- To dedicate the necessary time and resources to evaluations.
- To use various methods of evaluation gradually.
- To communicate evaluation results to external stakeholders highlighting positive changes.

On increasing the effectiveness of GDE activities:

- To focus on similarities before differences.
- To challenge narrow and stereotypical views of people and places.
- To present a balanced view and compare like with like.
- To start long-term cooperation with teachers.
- To pursue a multiplication effect within organisations working in the field of GDE.

For further recommendations see chapter 4.2.

7. Key background documents and other resources

Key background documents

- GENE Peer Review: Global Education in the Czech Republic National Report, 2008
http://www.gene.eu/images/peer_reviews/GE_PRP_Czech_report.pdf
- Report on FoRS International Conference on "Effectiveness in Development Education and Awareness Raising", May 2009
<http://fors.cz/assets/files/konference/finalDE.pdf>
- North-South Centre of the Council of Europe – Global Education Guideline
<http://www.coe.int/t/dg4/nscentre/GE/GE-guidelines/G>
- North-South Centre - European Commission Joint Management Agreement 2009-2011
http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp
- European Consensus on Development: the contribution of Development Education & Awareness Raising http://www.coe.int/t/dg4/nscentre/GE/European_consensus-en.pdf
- Global Education Charter
<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEgs-app2.pdf>

Other sources

- FoRS website and intranet
<http://www.fors.cz>
- North-South Centre of the Council of Europe – Global Education
http://www.coe.int/t/dg4/nscentre/GE_en.asp
- Czech Development Agency website
<http://www.czda.cz/>
- Ministry of Education, Sports and Young website
<http://www.msmt.cz>
- GENE website
<http://www.gene.eu/>
- CONCORD website including DEF documents on intranet
<http://www.concordeurope.org>

8. FoRS Members and Observers

FoRS Members

ADRA

Agency for Development Assistance and Humanitarian Aid of the Olomouc Region (ARPOK)

Association for Development Co-operation (ARS)

Association for Integration and Migration

Association Sdružení Podané ruce

Caritas Czech Republic

Caritas of the Archdiocese of Prague

Counselling Centre for Refugees (CCR)

Czech Fair Trade Association

Czech University of Life Sciences Prague (CULS)

Development Worldwide (DWW)

Ecumenical Academy Prague (EAP)

EDUCON

Endowment Fund Microfinance

Humanist Centre Dialog

Humanist Centre Narovinu

Humanitas Afrika

INEX – Association for Voluntary Activities (INEX – SDA)

Institute of International Relations (IIR)

International Gender Policy Network (IGPN)

Light for the World

LL – LIKVIDACE LEPRY

MAHA – Management and Administration for Health Activities

M.O.S.T. Civic Association

Multicultural Centre Prague

Palacky University Olomouc

People in Need

Prague Global Policy Institute – Glopolis

ProEquality Centre of the Open Society

Salesian Association of Don Bosco (SADBA)

Siriri

SOZE - Society of Citizens Assisting Migrants

Society for Fair Trade

Sue Ryder International CZ

University Humanists

University of Economics Prague - Faculty of international relations

Volonté Czech (suspended membership)

FoRS Observers

Alterra

Civic Association Info-Dracek

Czech Development Organisation

Deaf without hope

Eurosolar.cz

Fair

IOM - International Organization for Migration Prague

Lenka Černá, M.A. (personal entity)

Médecins Sans Frontières

pro-Contact

ŽIVOT 90

Annex 1 - Seminar Programme

Timing	Topic:
Day 1	
9.30 - 10.00	Arrivals, registration
10.00 - 10.30	<ul style="list-style-type: none"> • Welcome and introductions (Inka Píbilová, FoRS and Miguel Silva, North-South Centre of the Council of Europe)
10.30 - 10.45	<ul style="list-style-type: none"> • Overview of the European context of global development education (Petra Antošová, ADRA, FoRS representative to Development Education Forum of CONCORD)
10.45 - 11.45	<ul style="list-style-type: none"> • Overview of global development education in the Czech Republic <ul style="list-style-type: none"> ○ National strategy on global development education (Martin Náprstek, Czech Development Agency) (15 min) ○ Current achievements and challenges of implementing organisations with a special focus on evaluation (Ondřej Nádvorník, People in Need)(45 min)
11.45 - 12.15	Coffee break
12.15 - 13.15	<ul style="list-style-type: none"> • Introducing monitoring and evaluation systems for education projects • Sharing best practices from environmental education (Jan Činčera, Technical University Liberec)
13.15 - 14.00	Lunch
Workshop led by Louise Robinson (Reading International Solidarity Center, RISC UK)	
14.00 - 14.30	<ul style="list-style-type: none"> • Introduction – RISC and the Global Schools Project • Definitions/terminology
14.30 - 15.00	<ul style="list-style-type: none"> • What are we trying to measure? Key points in integrating Global Citizenship into schools
15.00 - 15.45	<ul style="list-style-type: none"> • How can we measure children’s and young people’s attitudes? • A session exploring RISC’s toolkit
15.45 - 16.15	Coffee break
16.15 - 17.00	<ul style="list-style-type: none"> • Some findings from RISC’s research
17.00 - 18.00	<ul style="list-style-type: none"> • Reflection time to think about and discuss the methodologies used by RISC and how they might inform your practice

Day 2	Workshop led by Louise Robinson (RISC UK)
9.00 - 10.30	<ul style="list-style-type: none"> • Moving schools forward – what can schools do to integrate Global Citizenship across the curriculum and throughout the school?
10.30 - 11.00	Coffee break
11.00 - 12.00	<ul style="list-style-type: none"> • Global Schools case studies – how has Global Citizenship been embedded in some UK schools?
12.00 - 13.00	<ul style="list-style-type: none"> • RISC’s self-evaluation framework for schools – how can we measure the extent to which Global Citizenship has been embedded in a school?
13.00 – 14.00	Lunch
14.00 - 15.00	<ul style="list-style-type: none"> • Using the self-evaluation – possibilities and pitfalls
15.00 - 16.00	<ul style="list-style-type: none"> • Reflection and time to formulate recommendations. • Evaluation of the seminar

Annex 2 - List of Seminar Participants

Name	Organisation	Email
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Annex 3 - Results of participants' evaluation

The seminar, organized by FoRS-Czech Forum for Development Cooperation in cooperation and with the support of the North-South Center of the Council of Europe and the European Commission, was attended by almost 40 participants working in the field of global development education (GDE) and coming from various backgrounds – civil society, schools, state institutions and embassies.

In total 22 out of 24 of the participants of the 1,5 day practical workshop evaluated the seminar. All of them provided a positive evaluation according to 9 evaluation criteria (in the scale of agreement and disagreement they only expressed their agreement, please see below the detailed results). For 95 % of the respondents the seminar fulfilled their expectations and they obtained new knowledge and experience (82% completely agreed and 14% agreed) while an additional 4% rather agreed with the stipulation.

50% of the respondents completely agreed that they will be able to apply the knowledge from the seminar in their work, 41% agreed and 9% rather agreed. All respondents found the seminar very useful for their organizations, expressed that the seminar was properly organized (82% completely agreed and 18% agreed) and would recommend it to other colleagues (77% completely agreed and 23% agreed).

As to the speakers in the first part of the seminar, all the respondents agreed that they had sufficient expert knowledge (90% completely agreed, 5% agreed and 5% rather agreed).

All the respondents completely agreed that the trainer had sufficient expert knowledge. In addition, 59% of them completely agreed and 37% agreed that she was able to explain how we can measure children's and young people's attitudes in global development education and responded to their questions, while 5 % rather agreed.

The respondents mentioned that they **had enjoyed** trying practical evaluation activities used at schools, the presentation of evaluation of education programmes, discussions, information about evaluation and GDE on the European and national level, the activity "find what is the same!" (not to compare and find differences firstly, but find the same things which are more positive and which are the base of GDE) and knowing the three key messages of GDE. They also enjoyed the atmosphere, sharing with and learning from a diverse group of people, and gaining inspiration for leading future workshops.

As **the most beneficial things** the respondents considered the following ones:

- Understanding that the similarities are essential, not the differences.
- Knowing that there is a way to evaluate such a difficult theme such as GDE and that it can be interesting and easy.
- Getting concrete experiences from the evaluation of environmental education and GDE
- Evaluation framework for schools as a tool for teachers to be able to see (evaluate) their work and to use it as an inspiration for further work; knowledge about the score for self-evaluation 1 - 7 and the meaning of the different points.
- What the GDE is and what it is not.
- Evaluation tool "Are we nearly there?" and the book "How do we know it's working?"
- Practical activities.
- Realizing the need of involving teachers in all parts of the project.
- Evaluation as a process which is sometimes more beneficial than results.
- Better understanding of the work of the NSC.
- The need of balanced information.

- How easy it is to make or strengthen stereotypes despite we are aiming at achieving the opposite.

Some respondents mentioned as **the least beneficial part** of the seminar the theoretical part and one respondent also mentioned the “big sheets activities” and evaluation activities.

The respondents mentioned that they would **need to further clarify** and/or **attend trainings** on the following issues:

- Connection between curriculum and a concrete subject.
- Good examples of a good practice, sharing our experiences from our projects (expressed by several participants from NGOs).
- Experiences from evaluations of Czech organisations.
- How to motivate the headmaster to estimate that some teachers are keen on evaluation.
- Qualitative evaluation (but it is better for self-reading rather than training, teachers and own attitudes, should they be reflected in teaching?).
- Practical workshop on evaluation, developing tools and getting feedback, analysis of findings from evaluation.
- Seminar about perceptions of development.
- Plan and start an evaluation of projects, programmes and activities.
- Evaluation of the school in the way to GDE.
- Learn about different ways, approaches, methods, perspectives of evaluation.
- Evaluation of programmes.
- More in-depth seminar with Mr. Cincera.
- Another workshop provided by RISC, especially on topics such as cotton, corporations, power of advertisement, water sources, mobiles, toys, rainforests.....

As to a **change in the practice** of the respondents and **their action plans**, they mentioned these points:

- Think about indicators of evaluation GDE.
- Improve own evaluation system.
- Try to use new knowledge, information, new approaches to evaluate projects.
- Use the book “How do we know it’s working?” and adopt some activities for Czech students.
- Ready to do evaluation as a part of a new project, confirmation of the correctness of the approach.
- Use evaluation for further planning, discussion.
- Share this information and activities with our teachers.
- Develop simple tool to measure how my project schools fulfil certain criteria.
- Involve teachers more.
- Think again about our programs, to fight stereotypes and more often search for similarities.
- More cooperation between FoRS members.
- Discussion about the crucial lessons learned in an evaluation meeting.
- Use evaluation after we have been working on rising global awareness.
- Improve work on evaluation already started with schools and integrate some methods or procedures.
- Thinking about more long-term strategy, setting specific annual goals.
- Evaluate, evaluate, evaluate and gain more experience form internal evaluations.
- Include methods into seminars, teachers.
- Revise internal evaluation methods.
- Find more about different evaluation approaches.

- Use the knowledge at seminars for teachers, workshops for students and for producing own new educational materials.

There have been many **positive messages and appreciation of the work of the organizing team**. One respondent also appreciated that all the previous seminars and events were prepared according to the needs of FoRS members and in close cooperation with them and another one considered the event the best seminar organized by FoRS she/he ever attended.

One participant mentioned that the seminar could have been offered to more teachers. More frequent capacity building activities for FoRS members and keeping organizing this kind of seminars were suggested too.

Following are details of the participants' evaluation as transcribed from evaluation forms.

Evaluation criteria	I completely agree	I agree	I rather agree	I completely disagree	I disagree	I rather disagree
1. The seminar fulfilled my expectations	18/82%	3/14%	1/4%	0	0	0
2. I have obtained new knowledge and experience	18/82%	3/14%	1/4%	0	0	0
3. I will be able to apply the knowledge from the seminar in my work	11/50%	9/41%	2/9%	0	0	0
4. I would recommend this seminar to other colleagues	17/77%	5/23%	0	0	0	0
5. The speakers had sufficient expert knowledge	19/90%	1/5%	1/5%	0	0	0
6. The trainer had sufficient expert knowledge	22/100%	0	0	0	0	0
7. The trainer has been able to explain how we can measure children's and young people's attitudes in global development education and responded to my questions	12,5/59%	7,5/37%	1/5%	0	0	0
8. The seminar has been properly organized	18/82%	4/18%	0	0	0	0
9. In general, the seminar has been very useful for my organization	18/82%	4/18%	0	0	0	0

10. What did you enjoy?

Activities, discussions, presentations/ I enjoy all parts/The possibility to try the evaluation activities, the information about evaluation and GDE on the Europe-national level/The activity "find what is the same!", I mean not to compare and find differences firstly, but find the same things which are more positive and which are the base of GE/Atmosphere, meeting people and sharing, food – being a participant:) /activities, discussion, evaluating tools overview/Evaluation activities, 3 key messages of GE/The session with Louise / Very diverse team of people-I got a lot of info from them. Workshop was led in a great way-I got inspired for my future workshops./ Workshop with Louise – activities on stereotypes and RISCs experiences with evaluation of schools/The experiences of Louise and Miguel/Practical activities, sharing of experiences and ideas/variety of the activities, practical examples, methods, approaches of the trainer/practical activities/I enjoyed all activities/I really enjoyed practical activities presented –hands on approach not just learning about them theoretically, speakers were excellent!!!!/I enjoyed meetings with my colleagues, with Louise (expert on GE and evaluation in UK)/activities, friendly environment, approach of the trainers/Info from Mr. Cincera, Contacts for other

professionals in the field, Activities – Louise/reflection on education in schools, Lunch was also amazing! Workshop with Louise the most, then the presentation of Mr. Činčera.

11. What concrete knowledge do you consider as the most beneficial for you?

Great message is to know that there is a way to evaluate such a difficult theme as GDE. The similarities are essential not the differences. /the examples from experiences/the experiences from the evaluation of environmental education, the experiences from RISC (activities, recommendations)/T knowledge of score 1 till 7 and what means that I am 3 and what to do to be 4 or better/Info given by Mr. Cincera (and Ondra as well) (I went to similar Louise seminar Last year)/evaluation framework for schools-as a tool for teachers to be able to see(evaluate) their work and to use it as an inspiration for further work/What the GE is and what is not, I like the philosophy of GE, I liked also part with Jan Cincera/Evaluation tool – Are we nearly there?, practical activities/ Showing similarities, not only poorness and differences, need of involving teachers in all part of the project/evaluation as a process which is sometimes more beneficial than results, it is achievable – range 1-7/I have better knowledge about evaluation and its use, I understood more the work of NS centre/evaluation can be interesting and easy/a balanced information necessity, how easy is to make or strengthen stereotypes despite we are aiming opposite/That there is the whole range of already made activities I can use to find out what are the peoples views and attitudes concerning Global problems and that it is possible to find out if their opinions changes/How to evaluate GE in schools, curricula/theory about evaluation (Mr. Cincera), Practical activities, sharing experiences/The self evaluation framework/the evaluation grids/the book we got, process of evaluation/seeing specific criteria used for self education/ RISC workshops and the way of their working

12. What part(s) of the seminar do you consider the least beneficial for you and why?

I am satisfied with all parts of the seminar/10.6. Because we compare types of evaluation and explanation of the GDE./I think that every part belongs to the seminar/ I found the whole seminar very interesting/I liked all parts/The beginning – but still it was not useless (Czech strategy)/The beginning/how we can cooperate/theoretical introduction/morning – but still learning that was nice and beneficial/the big sheets activities/evaluation activities/ The introduce presentations except for Mr. Činčera. In general I find more useful workshops then presentations.

13. What topics do you need to be further clarified? What further training would you find helpful?

Connection between curriculum and concrete subject/ All, mainly good examples of good practice/ Experiences with evaluation form Czech organisations/ How to motivate my headmaster to estimate that some teachers are keen on evaluation./Qualitative evaluation (but it is better for self-reading rather than training, teachers and own attitudes, should they be reflected in teaching?/More info about different evaluation tools/Sharing our experiences from our projects/practical workshop on evaluation-developing tools and getting FB/I will know better this after some time/What is development:), seminar about perceptions of development/Starting to do evaluations/evaluation of the school in the way to GE/ There is still more to learn and explore within the field of M and E. (it could be good to learn about different ways, approaches, methods, perspectives)/ evaluation of programmes, analysis of findings from evaluation/More time about evaluation from Mr. Cincera-going more in-depth/shearing experiences with NGO-focuses on GE/experience sharing among GE NGOs/setting up a seminar using those methods/more details about how to plan a project evaluation/ Another workshop from RISC especially on topics – cotton, corporations, power of advertisement, water sources, mobiles, toys, rainforests.....

14. How will the seminar inform/change your practice? What is your action plan?

I would like to think about indicators of evaluation GDE/I will improve my evaluation system/Try to use new knowledge, information/ I will use the book from you and adopt some activities for my Czech students./We are ready to do evaluation as a part of our new project. This was good for making sure that the way we are headings is correct :) /to use evaluation for further planning, discussion/I want to share this information and activities with our teachers/To develop simple tool to measure how my project schools fulfil certain criteria/To involve teachers more/To think again about our programs, to fight stereotypes and more often search for similarities/more cooperation between members/I will use new approaches to evaluate projects/we will discuss the crucial LL on our evaluation meeting next week within work and fallow/I will use evaluation after we have been working or rising global awareness/we have already started to work with schools on evaluation-but we will improve our work and integrate some methods, or procedures/Thinking about more long-term strategy, setting specific annual goals/evaluate, evaluate, evaluate and gain more experience form int. evaluations/include methods into seminars, teachers. Revise internal evaluation methods/I will try to find more about different evaluation approaches/ I am coordinating the project "World In The Shopping Cart" aimed at Global education, so I will use this info at seminars for teachers, workshops for students, producing our new educational materials.

15. Do you have other suggestions for improvements or other comments for FoRS Secretariat?

It would be fine to offer the seminar for more teachers/Thanks!!/It was at least the best seminar form FoRS I attended/ More frequent capacity building for FoRS members :) /I enjoy the seminar-Thank you/to carry on the way they do now (I appreciated this and all the previous seminars and events were prepared to the needs of the members and in close cooperation with them/thanks a lot for the organization of the seminar :) / Thank you for organising this seminar, I am looking forward to next one!/Thanks a lot Good job as always :) /Thank you!!/ Dost dobrý !! / Thank you very much for such a great seminar / Thank you very much for such a nice two days. I have more new positive energy for my work, even it is about the end of the school year. / Thank you for interesting seminar.

31 August 2010



Inka Píbilová

FoRS Director of Secretariat