DISCO – evaluation

Brussels, 10th October 2019

coLAB

Laboratory For New Forms Of Collaboration

DR

Democratic and Inclusive School Culture in Operation (DISCO)

Funded by the European Union and the Council of Europe

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Implemented by the Council of Europe

CONSEIL DE L'EUROPE

Aims of the external evaluation

- Report on achievement of DISCO Project Objectives and progress against DISCO logframe – coLAB, Digires, micro-grants

- Support partners and practitioners evaluate own implementation

- Support the adoption of Frameworks: Competences for Democratic Culture (CDC) & Digital Citizenship Education (DCE), through:
  - Alignment of competences to specific objectives
  - Reference to competences in data collection tools: teacher logs, focus group schedules etc

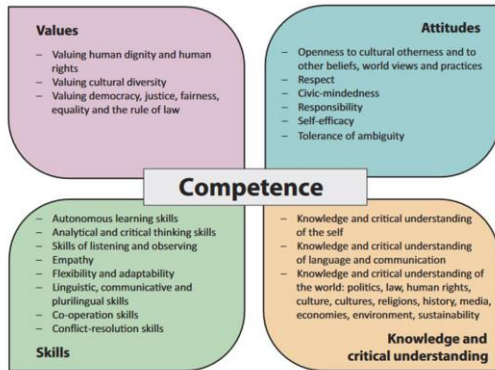# Approach to evaluation

Specific objectives and results

The 20 competences included in the model

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

DIGITAL CITIZENSHIP EDUCATION HANDBOOK

→

Evaluation questions

Eg SO "Enhance the acquisition of social competences"

Defined in terms of CDC: *responsibility, self-efficacy, empathy* etc

What social competences have participants developed over the course of the project?

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Data collection tools

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Raw data

Products / outputs

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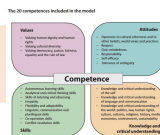**2-monthly reports**

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Evaluation reports – interim & final

…enhance the acquisition of social and civic competences, fostering knowledge, understanding and ownership of fundamental values…

… enhance digital skills, competences, values and attitudes of pupils by teaching how to objectively analyse the media…

From the CDC framework

Civic competences / Competences to achieve objectivity	Social competences	Fundamental values
Openness to cultural otherness and other beliefs, world views and practices; knowledge and critical understanding of the self; analytical and critical thinking skills; knowledge and critical understanding of language and communication; knowledge and critical understanding of the world	Responsibility; self-efficacy; tolerance of ambiguity; autonomous learning skills; skills of listening and observing; empathy; flexibility and adaptability; linguistic, communicative and plurilingual skills; co-operation skills; conflict-resolution skills	Valuing: human dignity and human rights; cultural diversity; democracy, justice, fairness, equality, the rule of law

Reach*

Participating refugees:
26 (20 males; 6 females)
Youngest: 23yrs – Oldest: 48 yrs
Average age: 34 yrs
12 countries of origin (Syria N=11)

Ca. 20 subject specialisms
Archaeology – Journalism – Political science
Business – Cultural mediation - Linguistics

Participants:
616 Students

	Male	Female	Total
15-16	78	62	**140**
16-19	169	307	**476**
Total	**247**	**369**	

12 Core (delivery) Schools - 58 staff
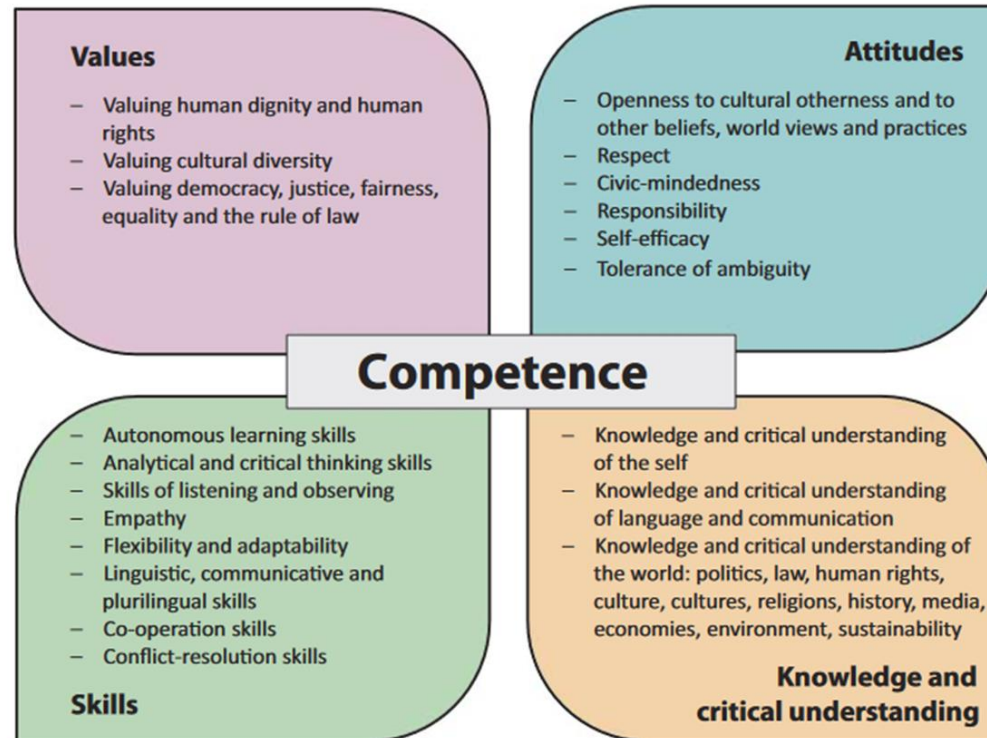**15 Additional schools / organisations – 28 staff**

Digires

Methodology
Enquiry-based peer learning

Content
Fake News

Competence

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Some responses to enquiry -based peer learning

The lesson had a lot of variety and was fun

I found the groupwork good, it was great that we could engage directly

The group work was just right – not too often and not too little

We need more instructions for everything

Digital Citizenship Education - Coverage

privacy and security > discussion on the impossibility of deleting and recurrence data posted on the internet – 'why do people want to draw so much attention to themselves in the internet'

Clickbait < consumer awareness

Learning to deal with fake news

- Leibniz 3-lesson model:
  - Take students through a prepared example
  - Students undertake own enquiry
  - Students present the outcome of their enquiry

- Familiarisation with fact checking websites, eg snopes
- Introduction to tools for fact checking – such as finding the source of photographs

Lessons learned / issues

- Making the argument for enquiry-based learning when the pull is towards didacticism
- Integrate Digires focus into areas of the curriculum which have to be taught anyway – communication, language and history
- Plan for teacher learning over time: introduction – trial – debrief
- Lack of teacher experience and confidence in media production, and so in supporting students to produce digital media.

coLAB
Laboratory For New Forms Of Collaboration

Who is doing the learning?

Refugee Experience

Human dignity

Democracy

Human rights

Justice, fairness, equality

Cultural diversity

Refugee Specialist Knowledge

Subject content

Subject in new contexts
Making the familiar strange and the strange familiar

Induction into the system

Knowledge of how things work

Institutional administrative response

Increased confidence & self-esteem

Deployment of participating refugees

- Induction / familiarisation / support: briefing sessions, lesson observation/hosting, training sessions, buddying

- Range of delivery modes: 3-day seminar, workshops, co-teaching, VLE

- Range of knowledge and skills PRs delivered:
  - Subject specialisms, eg: audit interne, français langue étrangère
  - Relating to being a refugee / immigrant
  - Combining both, eg: design + understanding culture of audience

Impact – refugees

- Some affirming responses: additional hours of teaching given & student reaction:

  Students were interested in the topic and hearing about my own experience and insight into Syria, something they will never hear in their curriculum or books at all.

- Sense of achievement > positive planning to further integrate

- Entry into employment for some

Impact – host staff

- Recognition of intellectual capacity of refugee participants
- Own learning:

  'invaluable insights into NGOs outside EU and UK'
- Considering changes to course content:

  'exploring including more humanitarian aspects to the course'
- Sense of satisfaction and pride to facilitate the project

Impact – students

Students

- Problematising engagement with other cultures, understanding what they have to offer, and understanding engagement is necessary for the benefit of your work / products

- Changes to orientation towards and depth of engagement with the subject

- Raising questions students had not asked themselves (understanding own biases)

- More engaging approaches to teaching and learning

Impact – participating organisations

- Greater flexibility in recruitment checks

- Curriculum innovations, eg phenomenon of migration

- Organisation and other leaders embrace the spirit of coLAB

- Surfacing of negative feelings towards refugees, where they existed, which staff could then engage with

Lessons learned / issues arising

- Participating refugees need time and to develop expertise to prepare sessions
- Difficulties in internal communication / internal culture not always receptive – need for an ally with more power to engage staff
- How to persuade colleagues of the value
- Criteria for eligibility have been learned through experience – who you can get in and who not because of law/rules
- Identification of 'natural' entry points where coLAB can fit in – eg 'special events' week
- Value of exchange of knowledge / support between coLAB partners
- Payment: loss of benefits; demand outstrips budget, managing expectations for work of participating refugees

A final word on partnership working

Attention to:
- Striking balance between allowing creativity and keeping focus
- Coherence - ensuring partners are all pulling together and contributing effectively and to shared goals

Practicalities:
- Share, discuss, agree and refer back to the process – with objectives front and centre
- Delegate – parcel work to be done, establish a leader and share leadership among partners

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End phase for the evaluation

- Review and report on outputs of the Micro-grants
- Collate and review **primary** data from project partners – including student products, interviews and focus groups
- Reports completed and signed off December 2019

Colin Isham PhD
Isham Education and Community
E-mail: cisham@hotmail.com
Mob: (+44) 07415 029373