



Draft Evaluation report
Final Evaluation of People in Need
international project
“Watch and Change”



29 November 2010

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Quotations of students

In this section there are some quotations of students recorded during interviews and focus groups discussions:

- *Films are “real”. – Films reflect reality.*
- *We were shocked. I imagine that I was in their situation.*
- *We realised how good we are ... we take it as normal situation.*
- *What we could do? ... to go there, to build a school, to teach children, have a pen-friendship with them, exchange visits, to provide equipment, textbooks, material ...*
- *What we do in their situation? ... We are partners of “rich” schools (in Nederland ...). Personally I would not ask for money.*

1. Context of evaluation

This Evaluation Report presents evaluation methodology, findings and recommendations related to the evaluation of international project Watch and Change implemented in the Czech Republic. The project has been financed from the EuropeAid and implemented by People in Need in 4 European countries.

The Watch and Change project adds up to the former and current initiatives of People in Need to improve awareness of school youth about issues related to global issues and development education around the world. The project utilises documentary films from various parts of the world and demonstrates key issues related to themes as human rights abuse, conflicts, migration and poverty and others. By offering teachers a training kit enabling them to interactively involve students in thinking and understanding the topic presented by documentary film, enabling them to discuss the issue in detail, engage them in group work and facilitating discussion about global issues - students as well as teachers get a unique and richer experience and understanding of the needs and possible solutions to global issues and attain an improved attitude to getting involved themselves in solving local issues where non-governmental sector plays a critical role.

The main objectives of the international Watch and Change project are:

- to increase awareness of young people regarding the development issues, which include poverty, education, child labour, AIDS, conflicts, migration and non-democratic regimes
- to strengthen understanding among young people of global contexts and global interdependence between North and South
- to encourage young people to actively participate in solving these problems
- to actively contribute to development education in Czech Republic, Slovakia, Poland and Estonia

The evaluation of Watch and Change project took place from April to July 2010 and was conducted in 4 countries where the project was implemented. Evaluation results presented further are relevant to the Czech Republic only.

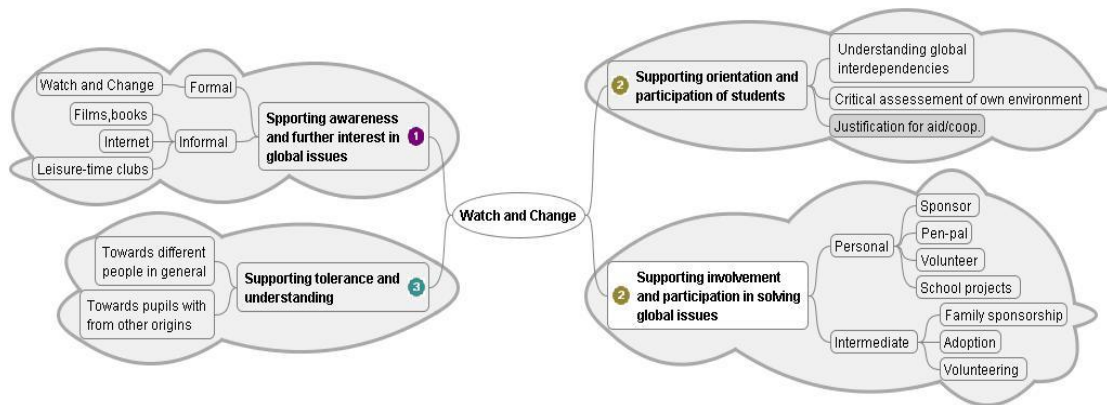
2. Methodological review

Evaluation was conducted by independent evaluator selected through selection process. The evaluation was carried out from April until July 2010. All field work has been done in June 2010.

Evaluation framework and evaluation questions were formulated in Terms of Reference (ToR) prepared by People in Need. The ToR established 3 critical issues the evaluator should examine:

- Up to what extent the level of awareness changed within the group of students who used didactic material Watch and Change compared to those who did not utilize it?
- In which way students participated in projects aiming at solving local or global issues?
- How did the teachers utilize during their teaching classes learning material developed?

Evaluation questions and outline of methodology were discussed with PIN evaluation officer and evaluability assessment was done prior to launching the evaluation. The Evaluator prepared a simplified “logic model” of effects of the project as follows:



Upon reconstruction of logic model the Evaluator designed evaluation methods and tools. Measuring effects of Watch and Change program on students is limited to comparing students who participated in WaCh and those who did not participate in WaCh. This however doesn't mean that students in both groups were not a subject of interventions through other existing programs which to some extent deal with global issues also. Thus this evaluation looked more at “contribution” to WaCh to students’ awareness, orientation and participation rather to “attribution”.

To answer evaluation questions evaluator designed a quasi-experimental method of evaluation based on contra-factual method (for evaluation question no. 1) to compare level of awareness in a group of students who went through the WaCh program and group of students who have not done so. Sample has been established meeting following criteria:

- A) Students of schools who have received project support through engagement in class subjects and participation in “film clubs”.
- B) Students of schools who have not received any support through the WaCh project

The sample of target group for survey has been selected by purposeful sampling from schools on the list of PIN utilizing Watch and Change teaching tool-kit and providing film clubs. Selection of students respected access to youngest and eldest students under WaCh program, utilization of WaCh in classes of social science and location of the school (bigger versus smaller towns). In total a sample of 693 students was established in the following break-down:

Treatment group	Number of students
Students utilizing Watch and Change material	361
Control group	Number of students
Students not utilizing Watch and Change material	332

Structure of the sample

Selection of students (respondents) to the sample reflected age structure in terms of selecting school classes involving youngest and eldest (accessible) students. The age of students in sample ranged from 14-20 years. About 4/5 of students in sample have travelled abroad (not including neighbouring countries). About 30 % of boys and 70 % of girls were in the sample.

Evaluability assessment has been done during interview held on the 6/4/ 2010 with project manager of Watch and Change program Ms. Jana Toužimská (PIN). The document describes evaluation approach, tools and techniques, responsibilities which will govern the evaluation.

Students of the following schools took part in the survey:

Treatment group		Control group	
Škola	Město	Škola	Město
Gymnázium Benešov	Benešov	Československá akademie obchodní, Praha	Praha
Střední průmyslová škola Bruntál	Bruntál	Střední škola EDUCHEM, Meziboří	Meziboří
Vyšší odborná škola ekonomická a obchodní akademie Kollárova, Praha	Praha	Střední odborná škola a střední odborné učiliště, Děčín	Děčín
Střední pedagogická škola v Boskovicích	Boskovice	Gymnázium, Nymburk	Nymburk
Gymnázium Příbram	Příbram	Gymnázium a Střední odborná škola ekonomická Sedlčany	Sedlčany
Gymnázium Elišky Krásnohorské	Praha	Obchodní akademie, Kostelec nad Orlicí	Kostelec n. O.
Mendelova střední škola	Nový Jičín	Gymnázium J. Vrchlického, Národních mučedníků 347/IV, 339 49 Klatovy	Klatovy
SOŠ Technická a SOU Louny	Louny		

3. Review of Evaluation questions and methods of evaluation

The main evaluation methods were:

- Questionnaire survey
- Group interviews with students
- Semi-structured interviews with teachers

Evaluation Question	Short description
Up to what extent the level of awareness changed within the group of students who used didactic material Watch and Change compared to those who did not utilize it?	Questionnaire survey aiming at assessing subjective level of knowledge/awareness of students who were in the program and those who were not. Questionnaire had in total 24 questions from which majority based on scale divided into 5 sections of interest. For questionnaire see annex
In which way students participated in projects aiming at solving local or global issues?	Group interviews with students who went through Watch and Change program. The discussion was conducted around 3 specific topics: a) information and utilization of films with global issues b) participation c) role of teacher in global issues education. In total 5 groups of students were consulted (in total approximately 120 students). For detailed topics see annex. Questionnaire survey also contributed to answer this question, it contained specific question on how they participated in solving local/global issues.
How did the teachers utilize during their teaching classes learning material developed?	Interviews with teachers utilizing Watch and Change material (6 in-depth interviews) mapping out structure and content of Material Watch and Change; its usability and experience. For detailed description see annex.

4. General and specific findings (per evaluation question)

Evaluation question: Up to what extent the level of awareness changed within the group of students who used didactic material Watch and Change compared to those who did not utilize it?

To answer this question we have compared individual self-assessment opinions about level of awareness of students who have gone through the Watch and Change program and those who have not been involved in WaCh program (control group). It should be noted that students under WaCh program do not have to be aware that they are a part of a broader project since curriculum and films are prepared by the teacher.

Results of questionnaire survey are shown either by single answers and accumulated results for agreement and disagreement in total. **With a few exceptions there are no statistically significant differences in answers of boys and girls, neither related to age, but in some cases there are significant differences related to size of town.** Where appropriate correlation analyses is described.

Generally results show that the group of **students who have gone through Watch and Change program are slightly more interested in global issues** compared to the control group **and are more involved in activities aiming at solving local/global issues** compared to other students (control group).

4.1 Students perceptions about global issues

Question: I am interested in global issues

1A				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
14,1%	64,8%	14,4%	1,9%	4,7%
78,9%		16,3%		
CONTROL GROUP				
10,0%	65,2%	15,5%	3,9%	5,5%
75,2%		19,4%		

Generally speaking more than 3/4 of students proved to be fairly interested in global issues as such. The difference between treatment group and control group is not very significant. 78.9% of students in treatment group

indicate agreement with statement “I am interested in global issues” while 75.2% of students in control group are interested in global issues. This suggests the global issues have a high priority in the opinion of young people in general. Control group indicates higher disagreement (19.4 % compared to the treatment group 16.3%). Correlation analyses shows that 81.2% of those who have worked in NGO are more interested in global issues compared to those who have not participated at all (67.9%). Girls are generally more interested in global issues compared to boys.

Question: Global issues around the world have an impact on our lives at home

1B				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
13,3%	49,3%	28,8%	3,6%	5,0%
62,6%		32,4%		
CONTROL GROUP				
12,7%	49,4%	26,1%	5,8%	6,1%
62,1%		31,8%		

Influence of global issues on our lives at home was asked in question 1B. *More than a half of* students in both groups (more than 62%) are convinced that global issues have an impact on our lives at home. Very small part of students has no opinion

(about 5 %).

Question: What we do at home has an impact on lives of other people around the world

1C				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
6,6%	33,4%	37,0%	16,9%	6,1%
40,1%		53,9%		
CONTROL GROUP				
4,5%	36,6%	34,4%	16,3%	8,2%
41,1%		50,8%		

About 40% of students believe that what we do at home affects other people in the world. There is almost no difference between students from treatment group and students from control group

that what we do in our country has an impact on lives of other people in other parts of the world.

Question: I think that young people can contribute to solving global issues

1D				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
23,5%	51,5%	13,3%	3,9%	7,8%
75,1%		17,2%		
CONTROL GROUP				
16,0%	59,9%	16,0%	3,3%	4,8%
75,9%		19,3%		

As shown on the tab, students from WaCH program are more optimistic that they can actually contribute to solving global problems compared to other students. 23.5 % of WaCH students from control group “agree fully”, compare to 16 % of

students from control group.

Question: I think that young people have sufficient opportunities to contribute to participate on solving global issues, if they are interested

1E				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
13,3%	43,8%	29,6%	5,8%	7,5%
57,1%		35,5%		
CONTROL GROUP				
10,5%	37,3%	32,8%	10,8%	8,4%
47,9%		43,7%		

Young people participating in the WaCH programme think that they have **sufficient opportunities to participate on solving global problems**, if they are interested (57.1%) compare to control group (47.9%).

4.2. Global issues at school

Question: How often do you discuss at school what can be done to make the world better?

2A				
Often	Sometimes	Seldom	Never	Dont know
TREATMENT GROUP				
16,0%	37,6%	34,0%	9,9%	2,5%
53,6%		43,9%		
CONTROL GROUP				
4,5%	36,7%	47,9%	9,0%	1,8%
41,3%		56,9%		

Significantly students under program WaCh discuss global issues more frequently (16% answered 'often') compared to other students (4.5% answered 'often').

Question: Do you watch films about global issues at school?

2B				
Often	Sometimes	Seldom	Never	Dont know
TREATMENT GROUP				
14,6%	39,8%	29,3%	13,3%	3,0%
54,4%		42,5%		
CONTROL GROUP				
4,5%	22,6%	42,5%	29,2%	1,2%
27,1%		71,7%		

Films are used much more in treatment group to learn about global issues than in the control group. Almost 55% of students participating in WaCh program watch the films compared to 27.1% students from control group.

Question: In which way would you like to learn about global issues at school?

2C					
Lecture	Devoted discussions	Films	Events at school	Other	
TREATMENT GROUP					
11,6%	28,7%	37,9%	19,4%	2,5%	
CONTROL GROUP					
12,4%	26,8%	35,7%	21,7%	3,3%	

Both groups see films as a very important method to learn about global issues at school, followed by discussions and school events. There are no significant differences between the two groups.

Additionally students mentioned some other ways how to learn about global issues as:

- *Students should themselves present topics related to global issues to their class mates. (within but also out of regular class hours).*
- *It would help to meet a person who is directly dealing with global issues or member of an organizer of event dealing with global issues.*
- *Less teaching, more solving.*

In order to have as much as possible a multi-dimensional picture of level of awareness we have also asked the teachers during interviews about students reactions and typical questions they pose after watching the films. In this respect teachers expressed that *students are usually interested what have happened to the main characters in the film, how the case evolved in time and what is the situation today.*

4.3. Awareness about global issues

This part of the questionnaire was aiming at finding out what do students think about their own level of awareness related to global issues which are part of the Watch and Change program.

Concluding findings from the survey we can say that students from WaCh program have **higher awareness about global issues, especially about issues as human rights and also low literacy and conflicts in the world**, than students who do not participate in the program. From the answers of the students from the control group we can see that their orientation in the issues is lower compared to the treatment group.

Students from WaCH program have higher awareness of issues related to reasons for under-literacy and human right abuse (difference up to 10% points compared to the control group). Some topics are less known to the students of both groups, where less than a half of them find themselves not well informed. These topics are migration and conflicts in the world. Also, their awareness about strategic issues governing development co-operation, MDGs, is pretty low.

Question: I am well aware about reasons of poverty in different parts of the world

3A				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
7,5%	55,1%	27,1%	2,5%	7,8%
62,6%		29,6%		
CONTROL GROUP				
4,2%	58,6%	26,0%	3,3%	7,9%
62,8%		29,3%		

Concerning awareness about reasons for poverty around the world opinions of both groups are similar (more than 62 % of students agree).

Question: I am well aware about reasons for migration in different parts of the world

3B				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
2,2%	40,6%	40,9%	7,2%	9,1%
42,8%		48,1%		
CONTROL GROUP				
2,4%	41,0%	37,3%	7,8%	11,4%
43,4%		45,2%		

Almost half of all students are well aware about migration issues (about 43%). Both, treatment and control groups are comparable.

From those who have travelled abroad about half state they have sufficient awareness about reasons for migration around the world. From those who have not travelled abroad less than ¼ have sufficient awareness.

Question: I am well aware about reasons for low literacy in different parts of the world

3C				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
7,5%	56,0%	23,8%	5,3%	7,5%
63,4%		29,1%		
CONTROL GROUP				
4,8%	54,8%	28,3%	4,5%	7,5%
59,6%		32,8%		

Students generally have high awareness about reasons for low literacy around the world. Students from WaCh program have slightly higher awareness (63.4%) compare to students from control group (59.6%).

Question: I am well aware about reasons about environmental problems in different parts of the world

3D				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
14,1%	54,1%	23,2%	3,3%	5,2%
68,2%		26,5%		
CONTROL GROUP				
10,0%	58,6%	20,8%	4,8%	5,7%
68,6%		25,7%		

Awareness about environmental issues is high – more than 68% of the students. The level of awareness of both groups is comparable.

Question: I am well aware about reasons of human

rights abuse in different parts of the world

3E				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
11,3%	50,8%	26,5%	4,4%	6,9%
62,2%		30,9%		
CONTROL GROUP				
9,3%	43,7%	34,0%	4,8%	8,1%
53,0%		38,9%		

Students in WaCh program consider their awareness as high (62.2%) compared to other students (53%). Difference of about 10% points of those who agree in both groups is quite

significant. **Human rights are the issue with the most significant difference between students participating and non-participating WaCH programme.**

Question: I am well aware about reasons for conflicts in different parts of the world

3F				
Agree fully	Agree partially	Disagree	Disagreee fully	Dont know
TREATMENT GROUP				
9,4%	39,2%	34,5%	7,5%	9,4%
48,6%		42,0%		
CONTROL GROUP				
6,6%	38,4%	37,8%	9,7%	7,6%
45,0%		47,4%		

Less than a half of students consider themselves aware about the reasons for conflicts. Awareness about the topic is similar in both groups.

Question: Are you aware of Czech development co-operation?

4B	
Yes	No
TREATMENT GROUP	
48,8%	51,2%
CONTROL GROUP	
50,3%	49,7%

Half of students are aware about Czech development co-operation around the world. Students from control group have surprisingly slightly higher level of awareness. The difference is however not significant to make any more substantial conclusions.

Question: Are you aware of Millennium Development Goals?

4A	
Yes	No
TREATMENT GROUP	
23,6%	76,4%
CONTROL GROUP	
21,8%	78,2%

Awareness about strategic issues governing development co-operation and aid is not very well known to students in general – only one third of them have awareness. There is slightly higher awareness of students under WaCh programme.

4.4. Access to information

Within this section of the questionnaire we have been asking students from both groups about most effective ways of learning about global issues. In total 7 learning tools were presented to the students.

Films were assessed as most effective tool of learning about global issues at school in the opinion of students of both treatment and control group as a way to learn about global issues.

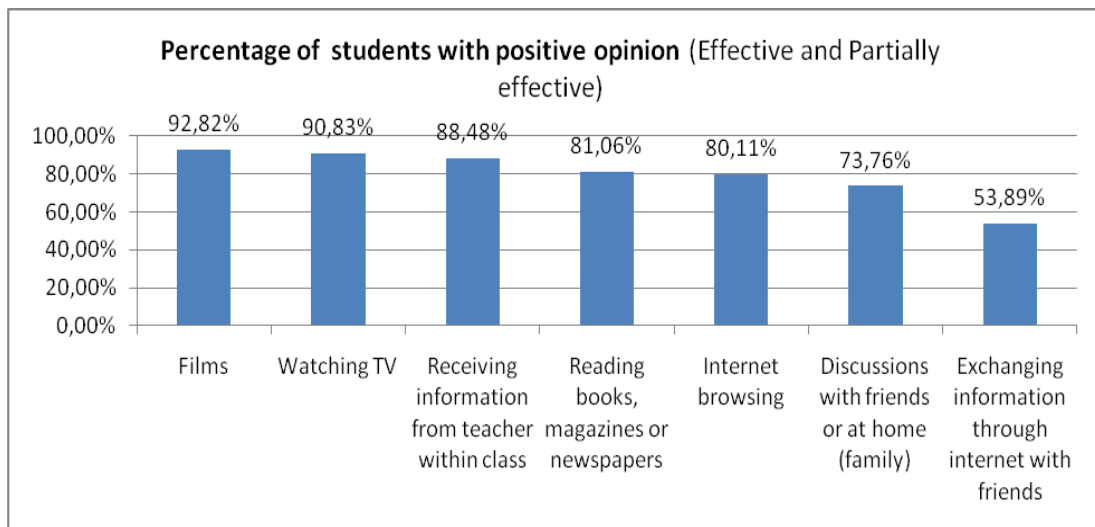
Watching films with global issues topic

4C1			
Effective	Partial Effective	Ineffective	Dont know
TREATMENT GROUP			
58,8%	34,0%	5,0%	2,2%
92,8%			
CONTROL GROUP			
46,1%	45,5%	5,7%	2,7%
91,6%			

It is interesting to see that regardless actual project WaCh both groups indicate that using films is considered as an effective way (effective and partially effective) to learn (about 92%). However, students utilizing WaCh material having a concrete experience with this tool confirm that using documentary films to

learn about global issues is an effective way of learning.

For other ways students consider as most effective the following:



Additionally students mentioned some other ways to get information as:

- Discussions with specialized staff or people with own experience
- Own experience
- Through presentations from a person who works for some organization
- World forum on the web to discuss and solve global issues, internet TV
- Lectures, excursions

4.5. Key Conclusions

- Clearly the research showed that **students involved in WaCh program have higher awareness** in global issues related to reasons for **human rights, and also slightly higher awareness of under-literacy around the world conflicts in the world.**
Orientation of the control group in the other of the global issues is very similar compared to the participants in WaCh program. An interesting conclusion in our opinion is the low occurrence of „I don't know“ reply, that indicates high level of awareness about issues.
- Some topics are not so well known to **students of both groups**, more than a half of students find themselves **not well aware about migration and conflicts in the world.** Also, their awareness about strategic issues governing **development co-operation** (less than 50% finds themselves well aware), **MDGs**, is low (less than 25%).
- Generally the evaluation showed that **global issues are an interesting topic for students** to explore. More than three quarters of the sample confirmed that global issues are of interest to them. Girls are more interested compared to boys.
- More than 60% of students consider that global issues around the world have an impact on their lives at home. About 40% of students only think that what we do at home can have an impact on lives of other people around the world. The opinion of both groups is very similar.
- Generally **students are positive about possibilities for young people to contribute to solving** global issues (about 75%).
- Concerning opportunities for young people to contribute to solving global issues students are less optimistic. About half of students think that there are sufficient opportunities to participate. **Students participating WaCH programme are more optimistic than students from control group. An important conclusion in our opinion is consideration of “opportunities to involve” in solving global problems because of WaCH programme.**
- What concerns teaching methods, both groups see films and watching TV as a very important method to learn about global issues. Students participating in WaCh also emphasizes receiving information from teacher at school. It shows the important role of teacher as “a interpreter”. A teacher is also an important factor for “taking an action” – active involvement of students.

5. Participation of students aiming at solving local and global issues

Evaluation question: In which way students participated in projects aiming at solving local or global issues?

To answer this evaluation question we have designed a special section in the questionnaire survey mapping ways how students get (can get) involved and conducted a series of group interviews with students who have participated in Watch and Change program to enrich information base and findings. In total we have met and discussed in devoted time blocks more than 130 students.

As shown on the graph below most of the interviewed students who were part of the Watch and Change program participated by financially supporting (usually through DMS) existing humanitarian/development projects followed by personal participation in fund-raising events.

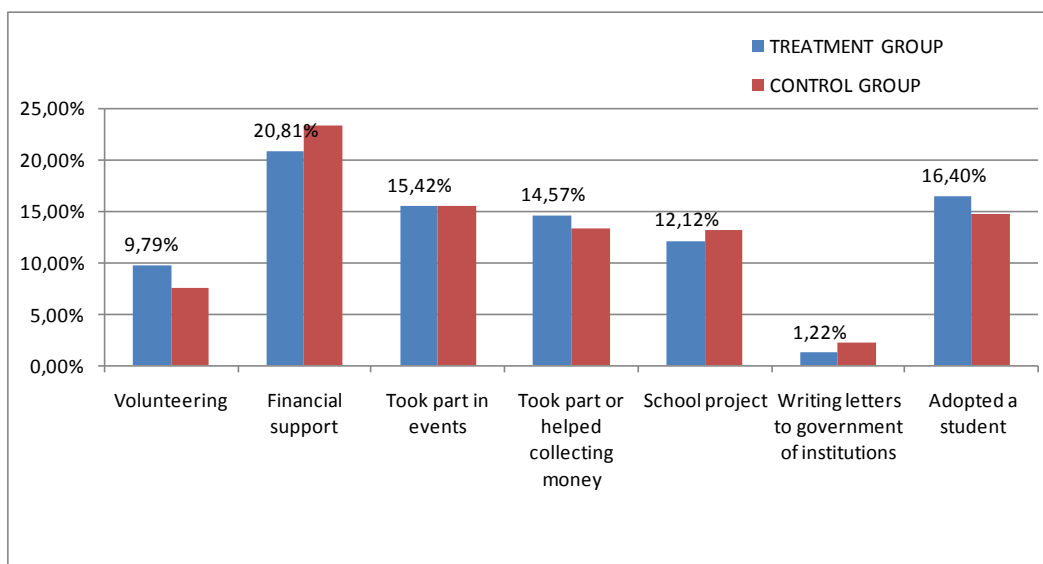
Even more interesting picture is given by comparison of WaCh students (1) and other students (2) in control group as shown on next table below.

WaCh students are considering themselves as more active and this is illustrated by high participation rates and they are also involved in more “pro-active” participation – volunteering, collecting money.

Patterns of getting involved are mainly different in “pro-active” form of participation. Volunteering is lower in the case of control group students compared to WaCh group . In the control group only 7.5% of students volunteer while in WaCh group almost 10% (about 30% higher rate of participation).

On the other site students from control group have higher participation in financial support and school projects.

Another interesting finding is the incidence of participation in writing letters. To this end interestingly the control group writes more often letters to governments/institutions compared to WaCh group – it differs from our initial expectations and findings from other countries.



Within the group of students who have participated in Watch and Change program most preferred way to get involved was giving money, adopting student/s or taking part in events.

Correlation analyses show that participation of students under WaCh is closely linked to the size of the city/town where students live.

Size of city	Volunteering	Financial support	Took part in event	Collecting money	School project	Writing letters	Adoption	No participation
	4D1	4D2	4D3	4D4	4D5	4D6	4D7	4D8
0 – 10 000	21,01%	40,61%	36,36%	30,30%	20,61%	3,03%	35,15%	29,20%
10 000 – 50 000	25,30%	53,21%	33,94%	21,10%	29,36%	1,83%	32,11%	31,58%
over 50 000	46,88%	54,22%	34,94%	55,42%	39,76%	3,61%	49,40%	17,31%

Students from major cities (over 50 000 inhabitants) participates more in collecting money and volunteering and in adopting a student than students from smaller cities (under 50 000 inhabitants). Collecting money in major cities is the most usual way of participation (in general it is financial support).

We can conclude that students from bigger cities have higher opportunities to “directly” participate.

Correlation analysis showed that participation of boys and girls in volunteering is comparable.

5.1 Interview findings

In terms of **respondents participation** frequently expressed were volunteering for a local NGO or taking part in signature events (collecting signatures for a petition Children of Streets) or giving stuff for aid (toys, clothing). In some cases respondents mentioned giving money (usually with parents). Upon question if they see any other ways of supporting those in need respondents replied for instance:

- To collect teaching aid for a school
- To implement an ex-change of students between schools
- To ex-change letters
- To ex-change teachers
- To establish a joint education course
- To set up a facebook
- To visit the school

We have confronted respondents with a situation that “they” as a group represent aid recipients and confronted their list of needs with the recipients list of needs (hypothetically). Interestingly majority of respondents did not indicate any of the above mentioned but almost unanimously agreed on ex-change of information about how do we live, how do things at school work etc. (generally life-style) and exchanging contacts .

In terms of differences if one helps at home or in foreign countries respondents expressed that main difference is that if you help at home you immediately know how your help has been used while if you help foreign countries this information takes time – if at all you receive any information. To this end they have mentioned explicitly student adoption schemes where they would appreciate more frequent information about adopted students (e.g. they have mentioned to see the yearly certificate of student). Generally however they consider helping in Czech Republic as more transparent compared to helping foreign countries.

Generally respondents expressed that they are not satisfied with the level of information about different organizations providing aid and would appreciate some kind of support in knowing who is doing what and where.

Respondents expressed almost in one voice that young people in Czech Republic are fairly pessimistic about possible positive changes around the world. They have expressed a need to have more positive examples where young people succeeded to make the change around the world.

Among participation modalities teachers mentioned during interviews the two main projects students get involved – Adoption on distance and Godfather (Sponsor) of Childrens Homes (orphanages).

Most of respondents expressed concrete experience with school projects (a project to help others implemented by class members). School projects are however very broad – from fundraising event for a concrete cause up to presentation of experience done during

travelling during summer or adopting a student, thus assessing its contribution to global issues learning is very limited.

5.2. Key Conclusions

- **The main ways of WaCH students' participation are:** direct financial support, adoption of a student, taking part in events, money collection, school project, volunteering. These are followed by writing letters to government/institution. Students from major cities generally participate more, especially in direct way – collecting money and volunteering.
- **Students in WaCh program are in a greater extend participating on community life** compared to other students. They participate mainly in local events and in collections/fund-raising events organized by others.
- Helping local organizations for **local projects is considered as more transparent** compared to helping organization who operates in foreign countries.
- Students are aware that there is a number of different organizations who provide assistance, however they **lack more detailed information about profiles and needs** of different aid providers.
- In contrast to the control group it became evident that **students who have gone through Watch and Change program are far more active** and become volunteers in different non-for-profit organizations. Also, looking at the number of non-participation the Watch and Change participants are much more active compared to the other students who have not gone through such a program.

6. Utilization of Watch and Change material

Evaluation question: How did the teachers utilize during their teaching classes learning material developed?

To find out and assess how teachers utilized the material developed within Watch and Change project we have approached selected teachers who are using the material developed in order to map out in-depth how do they utilise the material. A list of questions was established prior to the interviews.

6.1. Relevance

Evaluation disclosed that Watch and Change material is according to teachers interviewed mostly relevant for subjects as social science and, up to some extent, for subjects as geography, history or second language (English). Though from interviews it seems that material is also relevant to e.g. history or other subjects, due to the requirements of the curriculum there is no sufficient time to use WaCh teaching material in such classes.

Watch and Change program which utilises films and follow up activities to introduce a topic at school is not the only existing program. Evaluation showed that teachers may utilise other teaching material which is in its methodological framework similar (films and activities). What differs is the range and focus of the topics presented by each of the material available. According to teachers in this context Watch and Change teaching kit belongs to the highest quality.

Interestingly some teachers of social science when interviewed noted that WaCh is best used if cases shown in films are contemporary since students consider everything they do not have direct experience from (understand from media) as a history exploration rather than current challenges.

Decision upon what material from the teaching kit should be used is completely upon the teacher who also prepares the overall curriculum of the subject before the school year starts. All interviewees confirmed that the Watch and Change teaching material is fully in line with the curriculum framework given by the Ministry of Education, Sports and Youth.

In the opinion of interviewed teachers more information about current conflicts in the world would be a benefit in order to integrate real surrounding world – now – into the class subjects discussed.

On the side of students teacher note that more information about life style of main characters – students – shown in the films would be of benefit. Students are interested to know how students live in a country where film was located.

Majority of interviewed teachers would appreciate more information about further development of the case shown. Students are interested to know what happened to the main characters after the film was shot.

Respondents interviewed would appreciate more information about reasons for migration and conflicts around the world since this part seems as a result of non-tackling other global issues and thus is difficult to describe in terms of principles and common general features. Also during interviews teachers have shown interest to understand more the realities of the countries where films take place. They confirmed that they prepare themselves before every class by studying realities and current situation in the country in question, however, a more practical information would be helpful to be more credible to the students.

According to teachers within discussions at school during classes utilizing WaCh material students start to understand that topics raised are really global and that they are lucky to live in a country where human rights are respected (or other global issues presented by films).

6.2. Utilization of material for teaching

Utilization of material of Watch and Change material for teaching differs from school to school. Since time required for watching the film and doing an activity from the Watch and Change teaching kit is much higher than actual allocation per class-hour (45 minutes), teachers use the film in one class and discuss the global issue represented in next class. However this practice is not seen as very helpful due to the fact that students lose easily concentration on the subject thus breaking film and activity into two separate class-hours is not ideal solution according to interviewed teachers.

In some cases the teachers agreed with the school principal to merge two classes into one longer class in terms of time and thus got sufficient time for showing the film but also implementing activity recommended by the teaching kit.

Some respondents stated that they prepare a concrete set of questions prior to showing the film which students must reply after the film. This helps students to concentrate and look for information from the film.

Generally teachers confirmed that they see WaCh as one of many sub-projects of Jeden svět initiative (program) of People in Need, they have mentioned learning material called Human Rights, Equal Opportunities, Social Spots, Cross-cutting themes, Media and poverty (currently prepared) which they see as another variation to Watch and change material.

Majority of teachers interviewed were very positive about tools which are recommended by WaCh to explore global issues. In all cases "mind maps" were mentioned as a very good example. Also group activity global village is highly appreciated by teachers and students for its message and interactivity and/or building up the „ladder of values“ where they can confront how different values people share in different countries.

Interviews with teachers also revealed that teachers utilize usually several different teaching sets produced by People in Need or other organizations (e.g. Amnesty International and other products of PIN under One World umbrella). Majority of teachers interviewed could

not clearly describe what makes WaCh teaching material different from other material utilised

According to respondents it is very important for teachers when they utilise the material to end up the class in a positive manner, which means not only being optimistic about future but giving concrete advice to the students what to do about it. Generally speaking younger ages have more questions compared to elder ones. Main interest regardless age are questions aimed at finding out what have happened with the main characters/situation described in films after the shooting.

6.3. Project teaching experience

Understanding project teaching in terms what “a project” should be in case of global issues education was different almost case by case in the group of interviewed teachers. Answers ranged from individual “class projects” aiming at e.g. finding more information about the topic discussed up to “school projects” e.g. adoption or even direct school projects to raise awareness about issues under question.

In almost all cases it was the process of project related to e.g. learning how to work in a team, using ICT and or learning presentation skills which teachers appreciated through project teaching.

Though there are according to some respondents interviewed possibilities to learn from each other – explicitly www.varianty.cz – from responses during interviews the exchange of information and mutual learning of teachers is mainly done ad-hoc either through website mentioned or during “roll-out” seminars organized when a new material is developed by PIN. In some cases respondents also stated summer school organized by PIN.

Majority of teachers confirmed that using WaCh teaching kit enables them to give more time to explore the underlying assumptions under the case they want to show and enables them to demonstrate better to students the reasons, impacts and possible solutions of global issue under discussion. Watch and Change teaching material is very highly considered in terms of its quality.

In some cases respondents expressed certain underestimation from teacher colleagues in what they do for students by using WaCh teaching material. Some teachers – as respondents expressed – prefer more traditional methods of teaching and thus do not necessary understand what changes is project teaching trying to trigger. Also this makes their communication and efforts to integrate WaCh material within the school a bit more difficult.

Related to films seen and reasons why students liked them students did not remember names of the films but rather “the essence” of the film and topic they have explored:

- Women rights
- Conflict in Afghanistan

- Pupils in Kenya
- Children in Chechnya
- Child Labour
- Labour conditions of women
- Environmental issues

Generally speaking in evaluation showed that using films for raising awareness is a very good tool. Students are very interested and emotionally involved when seeing films from WaCh material. As interviewed teachers mentioned, namely films like Slave children, Iron ladies from Liberia and Students from Pumwani alert students to think about the topics presented.

Some films are fairly “cruel” and students are shocked by what they see. On the other hand the level of surprise is well self-managed, as teachers think maybe from computer games they play. It is important to know however in detail the family situation of concrete students while showing films, in some cases the choice might not be appreciated (as in case of death in family).

Upon direct question what is the difference between films in WaCh and regular films they can see in movies (commercial films) majority of students replied that WaCh films force them to think more about the topic compared to regular commercial production movies. In their opinion documentary films in WaCh program are not “leisure-time” films as those they can see in movies.

Apparently the distance of global issue plays a role in taking part in the solution. During group discussion students revealed that proximity, in other words, place of the global issue occurrence plays a role.

Usually students discuss the film during the lesson (presentation) and during breaks after the lesson. Some of the students discuss the films also at home but according to some reactions parents “do not have time” to discuss such issues at home. In some cases students also mentioned discussions through internet (facebook). Student reactions however suggested that each topic discussed “lives” only until next topic is discussed, in other words, that focus on one topic is disrupted by next class and next global issue. Discussion suggested that due to this fact impact of WaCh program is limited by this rather “frequent” changes in themes and topics.

Majority of students with whom we discussed the issue confirmed that they are fully aware that films represent a real story, that what they have seen happened somewhere. They appreciated that films not only show consequences of problem but also reasons for it. On the other hand (and for the very fact that that they are able to distinguish between fiction and reality) students displayed interest about “what have happened” after the films shooting.

During discussion about possible common issues relevant to global issues students confirmed that in their opinion it is either culture, education or legal framework which is a common attribute of films they have had seen. Upon a question what of the attributes should be solved majority of students replied “education” with the exception of one group which considered cultural framework as the decisive one in tackling global issues around the world.

Vast majority of students were informed about running projects within their community. This as noted is thank to the discussions they have with teachers about global issues and their demonstrations in society. On the other hand students expressed in discussion that problem their community is facing is not comparable to the problems they have seen in films presented.

A very interesting finding during interviews was the fact that respondents expressed an opinion that some events describing global problem in films belong rather to history classes than social science. To this end the discussion revealed an interesting fact that respondents consider events which happened before they were born as old, thus only with difficulties generalize lessons learnt to their current environment.

6.4. Key Conclusions

- Teachers utilising **Watch and Change teaching material (kit) represent innovation in teaching** by applying project teaching during classes involving WaCh material. Their position as change catalysts is however not always as strong as one would expect due to preference of more traditional approaches to teaching by teaching staff in general and time constraints disabling utilization of “activities” in short time slots (classes). Using complex Watch and Change materials (not only films) has generally positive effects on awareness and together with further support given by a teacher stimulates “action” – active involvement of students. The survey showed the very important role of a teacher. He/she acts as an interpreter of the global issue in the “local” context to help students to understand the global problems and its relation with local problems. Teacher also acts as a counsellor for students to show them opportunities to participate on the local level. Teacher also sometimes supplies a role of advisor for students, because parents do not have sufficient understanding about global issues or do not see them important.
- According to interview results working with students to engage them in participation in global issues Wach and Change program indicates some features of “fast moving consumer good” , when each global issue explored is overtaken by next class and new global issue under discussion. Evaluation showed that **action enabling participation must take place as soon as possible** – in any case soon after the activity/topic discussion during class – should PIN strive for further participation of students in various projects and programs on global and local level.
- Understanding of what should constitute a school project differ from respondent to respondent and there is **no clear definition what a school project is** and if it should serve primarily development of students or development of topics.
- It is very important to deal with the **issue of timing**. Classical Watch and Change activity includes film show and group activity of students. Time allocated however in practice shows as impractical since teachers usually do not have sufficient time to watch the film and implement an activity during one class unit. Solutions exist – in combining two

classes in one, opening a special seminar or developing a mini-cases teachers could use during existing time slots.

- **Teachers must be able to give very concrete advice** to the students related to what can be done to contribute to the solution of the global issue in subject. To this end it is apparent that further support must be given to teachers to do so in a qualified and effective way.
- **Discussions help students getting informed** about running projects within their community. However they stated that problem their community is facing is not comparable to the problems they have seen in films presented. **Teachers must be able to show them “links” between local problems and possible solutions.**
- Students consider some events describing global problem in **films belonging rather to history classes than social science classes.**

7. Recommendations

Within this chapter we introduce a set of key recommendations which in our opinion will have a significant impact on both students and teachers utilizing Watch and Change material. Recommendations are based upon findings and conclusions and aim to improve desired effects of Watch and Change program as indicated by the logic model reconstruction (page 5).

7.1. To enhance awareness and further interest (self-study) of students in global issues

1. Integrate Watch and Change material into relevant school subjects to increase impact on awareness/knowledge and interest to further study the issue. This could be done by establishing a small Watch and Change task force involving teachers of social science, geography and history at schools who would together agree to use the material and build up a comprehensive framework based upon WaCh adding to their current curriculum.
2. Teachers should have information about what is the current status of the case showed in the film. This would give teachers an extra boost of credibility and made the issue more “currently in question” during teaching classes.
3. Watch and Change should have a devoted website or facebook where students could exchange up to date information. In selected cases some of the main characters from showed films could be invited to share their experience and ways how their lives went after the filming.
4. Teachers should have a possibility to exchange experience on a devoted platform, be it regular meetings to discuss experience with Watch and Change program or by establishing a special position to collect on regular basis feed-back and recommendations of teachers related to students interest, frequently asked questions and other issues of interest to students with respect to global issues.
5. Cases of Watch and Change should be amended by list of questions to be asked by the teacher prior to showing the documentary film. Questions should open the “thinking process” and assist the student to formulate a conclusion after watching the documentary film. “
6. Also to this end cases in Watch and Change toolkit should be amended by short information how global issue under question demonstrates itself through decisions taken at home. In this case we recommend to build up upon fairly good awareness of students about the existence of foreign development co-operation programs of the Czech Republic. This would also help improving awareness of students about Millennium Development Goals.

7. Migration and conflicts are topics which require further focus by teachers. Both topics require a more complex approach combining various disciplines (e.g. also history, geography).
8. A list of further reading should be established offering existing knowledge base for further learning. There is a number of books published which might be of interest to students to further explore – be it during social science classes, history, language or geography.
9. A program of exchange of Watch and Change teachers should be established enabling teachers to visit colleagues during classes utilizing the Watch and Change material and thus enabling direct hands on experience with different approaches and teaching methods teachers utilize during teaching about global issues.
10. In order to deal with the timing issue (WaCh activity is over regular time limits for class hour) it might be of interest to consider developing a set of mini-scenarios enabling teachers to show a shorter version of the film followed by rapid activity.

7.2. To support orientation and participation of students in solving local and global issues

1. Provide support to teachers to be not only interpreter, but also “middleman, counsellor and advisor” for students. Teacher should be able to demonstrate the “link” with local problems and possible solutions. Teacher should also acts as a counsellor for students to show them opportunities to participate on the local level. Teacher should be also advisor for students, because parents do not have sufficient understanding about global issues or do not see them important.
2. Further support must be given to teachers to do so in a qualified and effective way. The advice and support should aim at improving “practical” skills enabling students to “get involved” e.g. by improving a) verbal skills – that is presentation skills, problem solving skills etc., b) writing skills – that is writing letters¹ or petitions and c) logic thinking skills – that is project development skills. Such skills are transferable and can be used throughout professional career after school completion. A presentation of different non-governmental organization dealing with local and global issues should be arranged for WaCh students.
3. A Watch and Change follow up program in terms of participation of students as volunteers should be explored. Such a program would enable those students who are interested in global issues and the role of NGOs to take part and get experience (which could classify for working experience also).
4. A dedicated website demonstrating the link between global issues and work of PIN on concrete projects contributing to solving global issues should be established. On

¹ E.g. Principle AIDA – attraction, interest, desce, action

this web-site concrete experience of young people (employees) of PIN should be displayed thus students could link concrete persons with concrete project and global issue.

5. A national project devoted to one global issue should be prepared and implemented by PIN for students who went through Watch and Change program. This would give a possibility for students to get involved in a co-ordinated way and support the actions of PIN in this sector.
6. Watch and Change program should look for links to other organizations dealing with project teaching in the Czech Republic to exchange experience and disseminate it across education institutions.

7.3. To facilitate tolerance and intercultural dialog of students

1. A similar program to Watch and Change should be prepared focusing on issues which are solved on local level but have a global dimension. This would help students to get involved in concrete development driven projects on local level.
2. We think that global issues learning can be supported by understanding inter-cultural differences, namely the connections of cultural dimensions in different parts of the world. To this end an amendment activity focusing at uncovering cultural forces in mankind decisions would support learning about reasons for different types of global issues and their impact on mankind and living environment.

Annexes:

1. Questionnaire
2. List of topics for interviews

Annex 1 – Questionnaire



Instrukce k vyplnění dotazníku

Ahoj,

díky moc za čas a ochotu dotazník vyplnit. V rámci výzkumu pro organizaci Člověk v tísni mapujeme názory mladých lidí na světové/globální problémy – chudobu, nízkou gramotnost, migraci, problémy životního prostředí a dodržování lidských práv ve světě.

Celé šetření je anonymní, nemusíš se podepisovat a nikde nebude uvedeno ani tvoje jméno, ani tvé konkrétní hodnocení. Dotazník má 24 otázek a vyplnění by ti nemělo trvat podle našeho odhadu déle než 20 minut.

Nejdříve si vždy pečlivě přečti otázku, a pak do čtverečku pod otázkou zakřížkuj (✗) příslušnou odpověď. Někdy bude otázka vyžadovat označení více možností. Pod otázkou je v takovém případě instrukce. Pokud budeš chtít změnit své hodnocení, prostě chybný křížek zřetelně přeškrtni a označ novou odpověď.

Odpovídej prosím sám za sebe a pokud si nevíš rady s otázkou, napiš prostě svůj nejlepší odhad.

Až to budeš mít dotazník vyplněný, předej ho prosím vyučujícímu.

Předem moc děkujeme.

Za výzkumný tým

Dyma Švec



Tento projekt je financován Evropskou unií

1. Do jaké míry souhlasíš/nesouhlasíš s níže uvedeným?

A	Problematika světových/globálních problémů mě zajímá.			
Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

B	Globální problémy ve světě mají vliv na náš život doma			
Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

C	To, co děláme u nás doma má vliv na životy lidí jinde ve světě			
Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

D	Myslím si, že mladí lidé mohou pomoci řešit světové/globální problémy			
Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

E	Myslím si, že u nás mají mladí lidé dostatečné možnosti se zapojit do řešení světových/globálních problémů, mají-li o to zájem.			
Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

2. Světové/globální problémy ve škole

A	Jak často ve škole diskutujete, co mohou lidé udělat pro lepší život na zemi?
	<div style="display: flex; justify-content: space-around; align-items: flex-end;"> Často <input type="checkbox"/> Někdy <input type="checkbox"/> Zřídka <input type="checkbox"/> Nikdy <input type="checkbox"/> Nevím <input type="checkbox"/> </div>

B	Sledujete ve škole film(y) o světových/globálních problémech světa?
	<div style="display: flex; justify-content: space-around; align-items: flex-end;"> Často <input type="checkbox"/> Někdy <input type="checkbox"/> Zřídka <input type="checkbox"/> Nikdy <input type="checkbox"/> Nevím <input type="checkbox"/> </div>

C	Jaká forma učení se o světových/globálních problémech by ti <u>nejlépe</u> vyhovovala <u>ve škole</u>? <u>Zaškrtni všechny odpovídající.</u>	
1	V rámci odborného výkladu probírané látky	<input type="checkbox"/>
2	Prostřednictvím speciálních diskusí během vyučování	<input type="checkbox"/>
3	Prostřednictvím sledování filmů s globální tematikou ve škole	<input type="checkbox"/>
4	Prostřednictvím zvláštní akcí pořádaných školou mimo rámec školního vyučování	<input type="checkbox"/>
5	Jinak	<input type="checkbox"/>
	Pokud jsi uvedl jinak, napiš prosím jak:	

3. Jak hodnotíš vlastní povědomí o příčinách světových/globálních problémů ve světě?

A	Mám dobré povědomí o příčinách <i>chudoby</i> lidí v různých částech světa				
	Naprostou souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

B	Mám dobré povědomí o příčinách <i>migrace</i> lidí v různých částech světa				
	Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

C	Mám dobré povědomí o příčinách <i>nízké gramotnosti</i> lidí v různých částech světa				
	Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

D	Mám dobré povědomí o příčinách ohrožení <i>životního prostředí</i> v různých částech světa				
	Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

E	Mám dobré povědomí o příčinách porušování <i>lidských práv</i> v různých částech světa				
	Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

F	Mám dobré povědomí o příčinách <i>válečných konfliktů</i> ve světě				
	Naprosto souhlasím <input type="checkbox"/>	Souhlasím <input type="checkbox"/>	Spíše nesouhlasím <input type="checkbox"/>	Nesouhlasím vůbec <input type="checkbox"/>	Nevím <input type="checkbox"/>

4. Přístup k informacím a zapojení se

A	Říká ti něco pojem Rozvojové cíle tisíciletí?
	Ano <input type="checkbox"/> Ne <input type="checkbox"/>

B	Říká ti něco pojem Zahraniční rozvojová spolupráce České republiky?
	Ano <input type="checkbox"/> Ne <input type="checkbox"/>

C	Jaké způsoby získávání informací o světových/globálních problémech jsou z tvého pohledu nejefektivnější?
1	<i>Sledování filmů s problematikou globálních problémů</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
2	<i>Rozhovor o globálních problémech s kamarády ve škole nebo v rámci rodiny</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
3	<i>Brouzdání po internetových stránkách zabývajících se tématikou globálních problémů</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>

4	<i>Výměna informací o globálních problémech s kamarády na netu ve světě</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
5	<i>Čtení knih, časopisů nebo novin o globálních problémech</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
6	<i>Sledování televizních pořadů o globálních problémech</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
7	<i>Získání informací o globálním problému v rámci probírané látky s učitelem ve škole</i>
	Efektivní <input type="checkbox"/> Částečně efektivní <input type="checkbox"/> Neefektivní <input type="checkbox"/> Nedokážu posoudit <input type="checkbox"/>
8	<i>Jiné</i> <input type="checkbox"/>
	Pokud jiné, prosím stručně popiš:

D	Tvé zapojení do řešení světových/globálních problémů Vyznač všechny odpovídající	
1	Pracoval/a jsem ve svém volném čase nebo na brigádě pro některou z neziskových organizací	<input type="checkbox"/>
2	Podpořil/a jsem stávající rozvojové projekty finančně (např. zasláním DMS nebo sbírkou - konto projektu)	<input type="checkbox"/>
3	Účastnil/a jsem se charitativní kulturní akce (koncertů, plesů apod.)	<input type="checkbox"/>
4	Uspořádal/a jsem nebo se podíleli na uspořádání sbírky	<input type="checkbox"/>
5	Podílel/a jsem se na realizaci školního projektu na pomoc ostatním	<input type="checkbox"/>
6	Napsal/a dopis vládě/vládám nebo institucím	<input type="checkbox"/>
7	Adoptoval/a školu nebo žáka z problematické oblasti	<input type="checkbox"/>
8	Doposud jsem se nezapojil/a	<input type="checkbox"/>
9	Jinak	<input type="checkbox"/>
	Pokud jinak, popiš prosím stručně jak:	

5. Trochu o tobě

a	Jsi holka nebo kluk?	Kluk <input type="checkbox"/>	Holka <input type="checkbox"/>
b	Kolik je ti let?		
c	Město, ve kterém žiješ má:	Méně než 10 000 lidí Mezi 10 000 – 50 000 lidmi Více než 50000 lidí	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d	Jak často používáš internet?	Jednou za týden Více než 1 za týden Internet nepoužívám	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e	Byl(a) jsi někdy v zahraničí?	Ne, nikdy Ano, v okolních zemích Ano, i v dalších zemích Evropy Ano, i mimo Evropu	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

DÍKY MOC ZA VYPLNĚNÍ DOTAZNÍKU!

Annex 2 – List of topics for interviews

A) Okruhy otázek pro fokus skupinu WaCh – studenti

Oblast 1

O) Příčiny chodoby, životního, migrace, lidských práv?

1) Které filmy viděli? Které je nejvíc bavily a proč? Jak často filmy pouštějí a jak rozhodují co pustí?

2) Jak promítání vypadá? To si pustí film a jdou domů? Nebo o tom diskutují? O čem když ano? A kdy?

3) Nejsou ty filmy trochu "odtažené" z pohledu jejich reality? Vždyť je to daleko.

4) Mají globální světové a lokální místní problémy nějaké společné jmenovatele? Jaké? (to by mohla být aktivitka)

- Lidi a kultura; zákony; vzdělání

Oblast 2

5) Začali se koukat na okolní svět doma, ve svém městě nebo ve své zemi jinak? V čem jinak? Jak jim to pomůže v životě? Pokud ne, tak proč? Globální témata nemají souvislost s problémy jejich země?

6) Jak se zapojili? Co považují za dobré (jaký projekt/činnost) přenést do jiných evropských zemí a tak to rozšířit?

7) Co považují za těžké z jejich pohledu pro zapojení (doma, škola, lidé okolo) a co naopak funguje skvěle?

8) V čem vidí výhodu školních projektů? Má to nějaký vliv na jejich soudržnost, soudržnost, společné prožívání a tak? Nebo medializace školy?

Oblast 3

9) Jakou roli by měl mít učitel - spíš facilitátor (projektové učení) nebo vykladač (frontální učení). Jak by měl studenty motivovat, aby se o globální problémy zajímali více?

10) Co s tím budou dělat dál, až odejdou ze školy? Co by chtěli?

11) Budou pro ně globální témata důležité, když budou muset vydělávat?

B) Okruhy otázek pro interview s učiteli

- How do students perceive learning and films? What do they typically ask? How do they react to sometimes “harsh” reality presented? What impact in individual perception related to local projects and problems does global issues learning have?
- Relevance of the WaCH learning material to the subject curriculum. How is it reflected? How do they prepare curriculum if they want to use WaCh?
- Utilization of training material? How do they use it? All? Parts only? Do they prefer to use it including cases and suggested methods? What works best while working with the tool-kit? What is problematic? Why
- Relevance of the topics covered by WaCh to the subject content. Are topics sufficient? What topics are missing? Is there any information missing they would like to see in the learning material? Do they have to prepare
- Is project teaching relevant and effective? What difference does it make in improving understanding of students about global issues? Do students understand project teaching as accepted teaching method? Do they organize/suggest school projects? What role in their opinion should a teacher have? Why?