

Summary evaluation report
Final Evaluation of People in Need
International project - “Watch and Change”



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1. Introduction

This Evaluation Report presents evaluation methodology, findings and recommendations related to the evaluation of international project Watch and Change implemented in the four European Countries.

The project has been financed from the EuropeAid and implemented by People in Need in 4 countries – the Czech Republic, Estonia, Poland and Slovakia.

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 November 2010 and was conducted in 4 countries where the project was implemented.

The information presented further is a synthesis of 4 country reports.

Authors of this report would like to thank evaluators providing country reports and teachers and students participating in this evaluation for their time and information provided.

2. Methodological framework

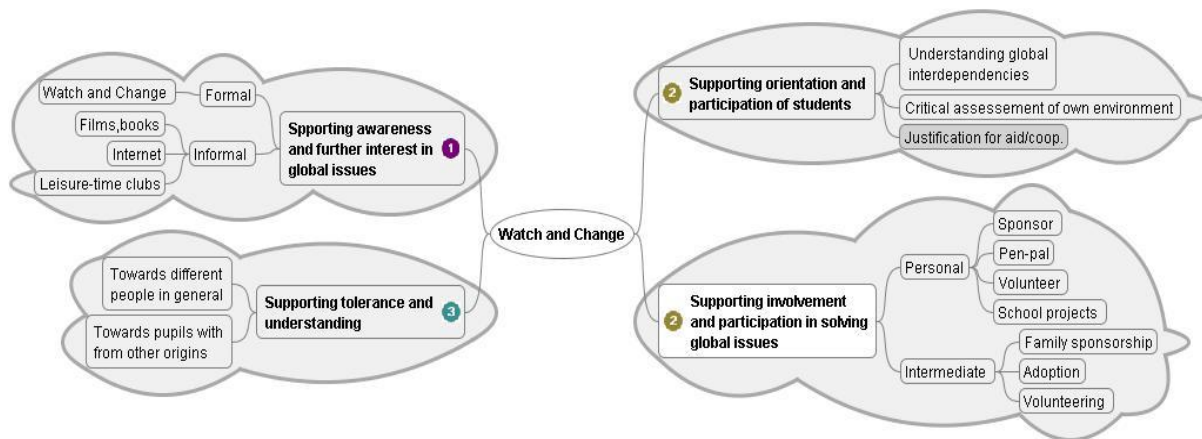
Evaluation was conducted by independent evaluator selected through selection process. The evaluation was carried out from April until October 2010. All field work has been done from June until October 2010.

Evaluation framework and evaluation questions were formulated in Terms of Reference (ToR) prepared by People in Need. 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 (with and without). 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”.

It needs to be noted that this logic model was not always fully recognized by national evaluators.

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”¹.
- 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 clubs². 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).

¹ where possible

² where possible

The samples were established in the following break-down (number of respondents):

	Czech Republic	Estonia	Poland	Slovakia	Total
Treatment group - Students utilizing Watch and Change material	361	237	281	106	
Control group - Students not utilizing Watch and Change material	332	98	249	105	
Total	693	335	530	211	1769

Students – respondents – selection reflected age structure in terms of selecting school classes involving youngest and eldest (accessible) students. The typical age of students in sample ranged from 14-19 years.

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.

Evaluation design and survey was in some cases adapted by country evaluators to countries specifics – lack of films clubs, short experience with WaCh programme. In some cases country evaluator put emphasis on evaluation of the projects impact as such without limiting attention to effects foreseen in theoretical model of change.

The original idea to have one identical questionnaire for all 4 countries had to be adjusted due to varying opinions of national evaluators about how evaluation should be conducted and questionnaire developed. As a result each country evaluator could add questions reflecting country specificities and evaluators understanding of assignment (awareness vs. knowledge vs. interest in learning about global issues and effectiveness vs. impact). Because of this partial methodological “heterogeneity”, the national results do not represent fully identical set of data but must be interpreted according to country specific questions posed.

In some cases country evaluation teams decided to go beyond evaluation terms of reference and evaluate “effectiveness” of the project as a whole. Evaluation design striving to measure “with” and “without” brought a number of discussion points by evaluators related to attribution. To this end it should be noted that subjective opinion of participants about their own awareness can not be attributed solely to the program only but also to - where existent – other programs available in respective countries (both in media and competing) focusing at raising awareness in global issues of youth. Apparently such existence varies from country to country, e.g. Poland and Czech Republic have a high number of competing programs while Estonia.

Therefore we consider in accord to our methodology as most important what has the program “enabled” youth to do in practical terms to get involved in solving global issues.

3. Evaluation Questions and Methods of Evaluation

The main evaluation methods were³:

- Questionnaire survey
- Group interviews/focus groups with students
- Interviews (semi-structured) with teachers
- (Desk research of documentation and research about the sector)

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. The original template of questionnaire was adapted by national evaluators to respond national specifics.
In which way students participated in projects aiming at solving local or global issues?	Group interviews or focus groups 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. 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 mapping out structure and content of Material Watch and Change; its usability and experience. For detailed description see annex.

The common evaluation frameworks and evaluation methods were discussed at the beginning of the project but the particular evaluation tools, esp. questionnaire, were adapted by national evaluators to respond national specifics and needs.

4. Evaluation Results Overview

This section of the report describes key evaluation results from each country the evaluation was carried out. Evaluation results are listed in accord to their relevance to the fields of interest assessed. We strongly encourage readers to read individual national reports to get a full set of evaluation findings.

Awareness of students

1. In Estonia evaluation showed that students in WaCh program expressed their better awareness of global issues compared to those who did not take part in the program. Dependence between level of awareness and taking part in voluntary work was confirmed. Awareness of policies and program tackling global issues on international level (MDGs and ODA) is higher within the group

³ Not all methods were used by national evaluators.

of students in WaCh program, however, no casual link was found between WaCh program and level of awareness of these issues.(EST)

2. Further it should be noted that students under WaCh program are more interested to learn about global issues compared to other students (control) as well as consider impacts of global issues on what we do in our country higher compared to control group. Additionally students under WaCh program assess possibilities to get involved as sufficient compared to other students.(EST)
3. In the Czech Republic the differences between students in WaCh and other students (control) did not prove so significant with the exception to awareness about reasons for human rights abuses around the world. All students (WaCh and control groups) do not consider their awareness sufficient in issues related to migration and reasons for conflicts around the world. (CZ)
4. Generally Czech students are positive about possibilities for young people to contribute to solving global issues (about 75%). Students under WaCh programme have distinctly higher awareness about opportunities to contribute to participate on solving global problems. (CZ)
5. Survey shows the important role of teacher as “an interpreter” – to explain a context and links. A teacher is also an important factor for “taking an action” – active involvement of students. (CZ)
6. In Slovak Republic students under WaCh programme consider their awareness related to reasons for under-literacy as high compared to other students (control) in the survey. Differences in assessing own awareness in other global issues did not prove significant. Evaluation showed that awareness about global issues related to migration (immigration), conflicts around the world and reasons for poverty is almost the same within WaCh student group and control group. (SK)
7. Slightly more than half of students covered by this survey considered opportunities to learn about global issues as sufficient. The only exception was related to opportunities to learn about immigration, where more information would be appreciated. (SK)
8. Millennium Development Goals and Slovak Official Development Aid are not very well known to students under this survey. Eighty percent of students in Slovakia under this survey have never heard about neither MDGs nor Slovak ODA. (SK)
9. In Poland research provided evidence of moderate change in awareness among the project target groups comparing to the treatment group (about 5% difference in results between treatment and control group regarding the will to understand why there are problems in the world). Moreover, they are not more convinced than those from the control group that global processes have impact on what is happening in our countries. Only 4% points more students from the target group have heard of the official development assistance provided by Poland.(PL)

10. A positive result is that 69 % of students participating in WaCh intent to look for more information. Thus there is a chance that they will gain new knowledge which will contribute to change in attitude and behaviours. (PL)
11. It is clear that thanks to the project students from the target group had more opportunities to learn about the various global issues in particular about the reasons for the problems in the world. In case of 4 issues the differences equal between 20 – 30% points, in case of two issues the differences are more than 10% points and in case of 1 question the difference is less than 10% points. There are significant differences among the target and the treatment group in the opportunities that they had to learn about the global issues but the differences in awareness change are rather moderate. (PL)

Participation of students

12. In Poland, students who participated in WaCh more often discussed (in the last years, during classes) ideas on how to make the world a better place. Also evaluation showed that students in WaCh participate more in activities to contribute solving global issues around the world. (PL)
13. WaCh program students differ from those from the control group regarding their opinion that young people have sufficient opportunities to contribute to solving global issues. 66,2 % students participating in the project agreed with this opinion whereas in the control group 41,0 % agreed. (PL)
14. On the basis of the survey results we may conclude that girls from the target group more often got involved in different types of actions. (PL)
15. Results regarding participation in different activities mentioned in the questionnaire shows that the students from the target group more of them got engaged comparing to the control group students (89% of students from the target group got involved in actions whereas 75% of students from the control group got involved). Students got involved in many different types of activities and school projects. (PL)
16. Participants in WaCh program had no explanation how their actions contribute to solving global issues or are linked to the global themes. Some activities were directly or indirectly connected with them and contributed to solving of the global issues. However, students were not aware of the impact of those activities and they were not able to differentiate between those which are and which are not contributing to the solution of the global problems.
17. Some students also participated in the film clubs where they had the possibility to watch several movies. Moreover, they had more time to discuss them and raise their knowledge. But teachers sometimes resigned from establishing them. (PL)

18. Some students also claimed that they changed their behaviour and become more responsible citizens. They associate it with watching the movies. In many cases students also mentioned that they talked about the global issues and movies they watched outside school with family and friends. (PL)
19. To sum we may see that positive changes occurred among the target group students and the project has the potential to increase its impact through awareness-raising and school actions. However, the actions taking place should be taken care of so that they are clearly related to the project and contribute to solving global problems. (PL)
20. In the Slovak Republic evaluation suggests that students prefer easy ways of participation – like sending DMS, or attractive way – like joining particular events. In the schools where WaCh learning material has been used, there are examples of writing letters to governments or corporations, which is not present among schools where WaCh learning material is not used at all. (SK)
21. The overall rate on inactive students (40%) can be considered as rather low engagement in active participation on solving the global problems among students who are exposed to the information about global issues either through media or through subjects in the school. (SK)
22. Some students expressed that lack of support from families or surrounding is an important reason which disables them to participate more actively on solving global problems of the world. (SK)
23. In the Czech Republic WaCh students participation is mainly done through direct financial support, student adoption, various events participation, money collection. These are followed by school project, volunteering and writing letters to government/institution. (CZ)
24. Students in WaCh program are in a greater extend participating in volunteering, collecting money. They are also more involving in student adoption. In contrast to the control group it became evident that students who have gone through Watch and Change program are more active and become volunteers in different non-for-profit organizations. Also evaluation concluded that Watch and Change participants participating in more “pro-active” way compared to the other students who have not gone through such a program. (CZ)
25. Students from bigger 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). The level of participation (intensity and a way) is significantly influenced by size of a city – students from bigger cities have higher opportunities to “directly” participate. (CZ)
26. 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. (CZ)

27. In Estonia in general students participating in WaCh are more active compared to students who have not gone through such a program. Participation in WaCh contributed to taking action of students only slightly. Mostly students participate by taking part in a beneficiary event, followed by donations and exchanging letters with friends. Students participating in WaCh are slightly more involved as volunteers and charity compared to control group. Interestingly, both groups participate on similar level in adoption of students or schools around the world. (EST)

Utilization of Watch and Change learning material

1. In Slovak Republic through teachers interviews we proved, that WaCh learning material is used as a supplement to the regular school curriculum. Teachers do not limit themselves to using only WaCh material but use also other material to teach or amend existing teaching material. (SK)
2. Teachers are using only parts of the material basically in line with their personal interest, students' interests or other reasons. By coincidence we realised that there is a bigger freedom choosing content and teaching about global issues on private schools, than in the state ones. (SK)
3. Teachers teaching subject which are more based on the content related to social or civic education (such as society science or global studies) utilize more often WaCh learning material, however they adapt the content of the learning material according to the needs, too. Teachers teaching languages or other subjects must select more precisely and adapt material to have the opportunity to use them during the classes. (SK)
4. There is no significant difference between schools from big city or small city; apparently both types have enough opportunities to use learning material within their classes. (SK)
5. In Estonia teachers do not rely only on WaCh material but also supplement their lessons by open source material (internet in general or YouTube in specific terms). (EST)
6. Utilization of new methods of teaching (films, project teaching) seems dependent on openness of teachers, partially also their age and willingness to use modern ways of teaching during classes. (EST)
7. Both from the interviews with students and teachers show that volunteer activities in general and film clubs in particular need tutoring and guidance from teachers or other professionals. (EST)
8. In Poland all the respondents under this evaluation assessed the methodology of working with movies in a positive way. All the teachers made use of the resources, especially the movie packages. It can be concluded from the interviews that the selection of topics was mainly done by the teachers who focused on the movies related to the content of the subjects they thought. Teachers also mentioned different activities conducted after the screenings. (PL)

9. Teachers often raised the issues of time as a challenge which required adjusting and modifying the classes e.g. either by screening parts of the movies or resigning from some of the exercises. (PL)
10. Attitude of teachers and coordinators plays a key role in adopting within given curriculum innovative ways of teaching as film projections and project teaching. Moreover 65,1 % of students participating in the project became interested in the global issues thank to the initiative taken by the teacher (at school). (PL)
Another challenge was to gain the support from other staff in implementing the project at the school level. (PL)
11. Classes with movies were also assessed very well by students participating in the focus group discussions. They also enjoyed exercises which were motivating to pay attention to what was presented. The survey results indicate that more than 80% of students see the need and think that there should be more classes about the global issues. (PL)
12. It also seems that some technical issues affected the use of the resources e.g. in some cases the movies were screened on a regular TV. Teachers as well as students raised the problem of subtitles which could be substituted with the reader. (PL)
13. In the Czech Republic 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). Nevertheless watching films students generally consider watching films as a very important teaching tool. (CZ)According to interview results working with students to engage them in participation in global issues WaCh and Change programme 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. (CZ)
14. 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. (CZ)
15. 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. There are several options to solve this issue – combining two classes in one, opening a special seminar or developing a mini-cases teachers could use during existing time slots.(CZ)
16. Evaluation showed that action enabling participation must take place as soon as possible. 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. 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 letters⁴ 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. (CZ)

17. 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. (CZ)
18. Students consider some events describing global problem in films belonging rather to history classes than social science classes. Problems discussed through films and activities must be related to their life experience directly should desired effect be maximized. (CZ)

⁴ E.g. Principle AIDA – attraction, interest, desire, action

5. Recommendations

Key Recommendations

We have analysed recommendations from each national evaluation report and listed key areas which need attention in future programming according to incidence of problem area from national reports:

Area 1: More stress on action oriented learning

Three of the four national evaluators conclude that evaluation shows that global issues as taught today at schools through Watch and Change programme are perceived by both teachers and students somewhat theoretical and vague. The teacher is understood by students as a catalyst of change thus it is the teacher who must be able to give concrete and practical advice to students on how can they participate to contribute to solving global/local problem. To this end evaluation showed that teachers are not always sufficiently equipped with information and knowledge to take the lead and advise students how can students get involved.

Area 2: Watch and Change material reflecting formal teaching framework

All evaluations show an important limitation given by insufficient class hour time. In all cases class time does not exceed 45 minutes of time and on contrast Watch and Change learning material (film and consequent activity) exceeds this time framework. In many cases (where it was not possible for teachers to accumulate class time or implement seminars instead of regular weekly classes) teachers used only parts of the material, showed only parts of the film or parts of activities.

Area 3: Additional supporting information

Two from four country indicate that there is a need for additional support to teachers by providing them with additional information about realities of the country where the case takes place, follow up information what happened to main characters or how can students get involved as well as explanation of terms used (vocabulary) and other information related to the global issue as such.

Area 4: Real life is now

Two from four countries evaluations indicate that students react better if the cases they see can be related to their life experience. This leads to a conclusion that films used for screening ideally are showing current problem of the world. Though this does not mean that films can not be used for other than social science or civic education classes, but it became apparent that should the effects be maximized, films must document current or only very young experience of mankind in relation to tackling global issues.

Area 5: Understanding competitive advantage of Watch and Change

Two from four countries evaluations indicate that there are other similar products which comparable teaching methods and tools to teach about global issues. Watch and Change learning material needs to establish its competitive advantage to differ itself from other products existing on the market and to support the brand.

Area 6: Working and sharing together

Three from four countries evaluations indicate that there is a need to more cooperate and sharing experience together. A meeting place for teachers or students organized by programme coordinator – a platform – for working on common projects and creating good practice and for sharing know-how would help to increase efficiency and impact of the Watch and Change programme. It would also help to disseminate outcomes of the programme and to mainstream this type of activities focused on global problems to educational system. This platform may take form of website, Facebook or annual meetings.

Area 7: Strengthening links between global and local issues

Evaluation showed that sometimes there is a lack or misunderstanding in explanation about link between global and local dimension. Therefore, every global issue must also be linked with local context – concrete local problem/impact. On the other side, every action or activity (school project) under Watch and Change programme must be connected to global issues.

Area 8: Further support of creating suitable environment for students' activity

Film clubs should be further supported as an additional space for students to develop their interests, critical approach towards the problems and furthermore broaden the scope of global issues and to organize students' activities.

Recommendation – Policy level

1. Implementing into curriculum: Global education project using film screening as a main technique should be continued as it responds to the needs of the education sector to implement global issues into curriculum. Learning by “watching films” is an attractive and interesting way of passing knowledge at the class/school level. To maximally address target groups needs, it may be considered to develop different packages for the different age groups or specific movies suitable for particular school subjects such as history, geography, biology, maths, and others.
2. PR and brand development: Systematic promotion and presentation of WaCh and Change programme and its results (school projects):
 - a) on national and regional level - teachers council, regional/national authorities, journalist, public
 - b) on local level – headmasters, teachers, students and citizensTo organize road show to inform about the project, present the movie trailers and introduce to the global issues and other PR activities and engage “popular faces”.
3. Promoting of more systematic and long-term planning and implementation.
 - a) Systematic and broader presentation of the Watch and Change programme by programme coordinator for teachers council, schools or regional/national authorities
 - b) Creation of action plan – head master and teachers should be able to plan ahead future activities in a long term perspective and agree in advance which movies will be screened

during which classes. This may also help to plan how to reach more students equally. Teachers should be encouraged to develop actions or working plans where they could think of their engagement on a long term basis.

4. Systematic developing and mainstreaming of good practices: Good practices could be offered and promoted with training on mechanism how to apply them – there is a need for more than documentation of previous actions. The programme coordinator could develop and train teachers as well as students of a method/mechanism how appropriately apply good practices – indicating the key necessary element and space for creativity at school.

Recommendation – Operational level

1. Facilitating additional support at the school level regarding promotion of the project amongst all students (but also amongst teachers) could be supportive to the project intended results and focus. It would give students feeling of “safe environment” and encourage them to conduct their actions. One has to make sure however that the promotion activities do not substitute education and are implemented deliberately.
2. Strengthening and monitoring of quality of implementation of activities within the WaCh programme should increase efficiency and impacts of the programme. The message of the action apart from its local dimension should strongly present what the linkages between the local and the life of people in the developing countries are. It has to be decided how important the students actions are the quality of actions concerning global issues should be given a thought. Global interdependencies, global dimension and global impact should be mainstreamed throughout the activities. If schools actions are to be recommended and continued, quality support should be provided e.g. by a consultant responsible for quality support for schools or student actions/projects. A person with competences and time space should be ensured for this post to provide support to teachers.
3. Film clubs as an additional space could offer interested students to develop their interest, activities and critical approach towards the problems, but not substitute for regular classes. It may support the project implementation at the school level, may increase the promotion and become space for students to organise actions or campaigning at the school or local level. This could be linked with the student school representatives (such as school council bodies). Therefore, students, teachers and the school community should be encouraged and supported in establishing and developing the film clubs and their activities.
4. A more systematic approach, mechanism or a method could help to prepare actions that would be connected with global issues. If students’ actions are decided to be an important project activity, preparing the action might be based on a project action plan consulted with the project team. Such an action could have a topic and aim planned in advance. Such an approach might also help schools and partners to document the actions in the way that they would be easy to give as an example and apply by other schools taking part in the project.
5. Full utilization of the project materials requires strong commitment of the teacher leading the project at the school level. Teachers should understand the way that students learn about the

global issues and they should be informed about potential negative consequences of resigning from them.

6. Adaptation of Watch and Change materials to the school context:

- a) Providing recommendations and good practice to teachers – for example adapting project materials to time restriction (45-minute class) or cooperation with colleagues/management on school level to combine 2 classes in one 90-minute block or opening special seminars
- b) Developing shorter movies or trailers from the movies. Trailers may be shown during the breaks or just for introduction to the topic of the movies. This would help students to decide what they would like to watch.

7. The reader should be added to all mores to solve subtitle problems when watching the films on small screens.

Annex:

National Reports – Czech Republic

National Reports – Estonia

National Reports – Poland

National Reports – Slovakia