

REPORT ON GLOBAL DEVELOPMENT EDUCATION IN THE CZECH REPUBLIC IN 2008–2010

Czech Forum for Development Co-operation – FoRS



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Acronyms

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

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Foreword

The report was prepared within the National seminar on evaluation methods of actions in the field of global development education. The seminar was organised by the Czech Forum for Development Cooperation (FoRS) platform with cooperation and financial support of the North-South Centre of the Council of Europe (NSC) and the European Commission (EC) and within the programme of Czech Development Cooperation. The seminar took place in Prague in the Educational Institute of Caritas Czech Republic, Máchova 7, Prague 2 on June 10 - 11, 2010. Nearly 40 representatives of non-governmental organisations (NGO), governmental institutions (Czech Development Agency), educational institutions (National Institute for Further Education, National Institute of Technical and Vocational Education, Pedagogical Faculty of Charles University in Prague, and Palacky University in Olomouc), embassies (Great Britain and USA), teachers and tutors participated in the seminar.

The aim of the National seminar was to increase awareness of the participants of global development education (GDE) trends in the Czech Republic in 2008–2010, of monitoring and evaluations in the field of GDE, and give the opportunity to discuss and share experience in the activities in this field. The seminar followed the preceding activities of FoRS and its member and observer organisations, in particular those of the members of the FoRS working group focused on development education. First of all, among relevant preceding activities ranks the international conference „Effectiveness in Development Education and Awareness Raising” organised by the organisation People in Need in cooperation with the FoRS platform and Forum for Development Education of the European Confederation CONCORD within the FoRS Presidency project in May 2009.

The report informs on the course and results of the National seminar and provides complemen-

tary information on trends in GDE in the Czech Republic during 2008–2010. The report follows the information and recommendations contained in the report „Global Education in the Czech Republic” (so called Peer Review) prepared by the Global Education Network (GENE) in November 2008, and provides further information on development in the field of GDE in the Czech Republic by June 2010. The most detailed part of the report is dedicated to monitoring and evaluation of GDE in the Czech Republic.

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

Global Development Education Trends in the Czech Republic during 2008–2010

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

2.1 Definition of the Global Development Education

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

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

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

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

2.2 Development in respect of Development Cooperation

The development cooperation activities have been coordinated in the Czech Republic since 2002 based upon Czech Official Development Assistance (ODA) strategies approved by the government of the Czech Republic. Both the strategy for 2002–2007 and the new one for 2010–2017 include the GDE concept. The strategy for 2002–2007 deals with development education without clear definition of the concept and clear objectives to be pursued by the development education. In the new strategy for the period 2010–2017 the global development education concept reflecting the definition above and a reference to GDE objectives detailed in the proposed National GDE strategy have been used.

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

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

Based upon information obtained from CzDA it is possible to state that the amount of funding

dedicated to GDE projects has been increasing every year since 2004 except for the year 2010 where the amount of funding provided to grants dropped, but the amount of funding provided to trilateral GDE projects has slightly increased.

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

Activation of the FoRS platform working group focused on development education and aware-

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

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

Year	Number of projects	Grants provided
calls for proposals (grant titles)		
2007	10	7,2 million CZK
2008	11	10,9 million CZK
2009	15	13,2 million CZK
2010	16	12 million CZK
trilateral projects		
2007	9	3,66 million CZK
2008	11	3,6 million CZK
2009	10	4 million CZK
2010	15	4,5 million CZK

Source: CzDA

2.3 Development in the Educational Sector

No change occurred in the formal educational system in this period that would significantly influenced the development of GDE. The basic educational trend is defined by framework educational programmes (FEP) and follow-up school educational programmes. All basic schools and grammar schools in the Czech Republic taught or started to teach based upon newly created school educational programmes containing mandatorily the cross-disciplinary topic Upbringing to Thinking in European and Global Contexts (UTEGC). The cross-disciplinary topic and other educational fields provide larger opportunity to include GDE in teaching at basic and grammar schools. There still exists no systematic evaluation on the progress at schools. In general it can be stated that it is up to the willingness and skills of individual teachers and directors to what extent they will devote themselves to UTEGC, to what extent they will attempt to set specific objectives

for UTEGC at their schools and to fulfil them. The schools can get a partial support both from non-governmental organisations active in GDE and from the Research Institute for Education (RIE), or other organisations in the field of education. Preparation of model anticipated deliverables of the cross-disciplinary UTEGC topic prepared by an expert group under the supervision of RIE is an important current initiative. Model anticipated deliverables and practical examples of their implementation in practice may help schools and teachers to implement UTEGC systematically in education and at the same time to serve as a basis for evaluation of the cross-disciplinary UTEGC topic. It can also be expected that the model anticipated UTEGC deliverables will be used for future review of the cross-disciplinary topic in the future modifications of FEP (planned preliminarily for the year 2013).

In this period, at technical and vocational schools framework educational programmes were still



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

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

GDE has gradually been winning recognition in the field of tertiary education. At some universities subjects are lectured dealing with global development education in various concepts and under various names. At various universities subjects are lectured the aim of which is to promote the qualifications of students in the field of implementation or economic and political aspects of the development cooperation or globalisation. These subjects are mostly lectured at faculties of non-pedagogical orientation. But the faculties training future teachers in GDE at specialised courses are still few.

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

2.4 Intersector Educational Strategies

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

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

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

2.5 European Context of Global Development Education

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

DARE meets regularly twice a year. Petra Antořová from ADRA non-governmental organisation is a current representative of the FoRS platform in

DARE. At the National seminar she informed on the following activities of DARE forum:

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

Annually DARE organises summer schools focused on development education. This year it took place in Hungary (6-13 June). Next year, it will take place in Finland and will be focused on evaluation and impact of GDE. Exactly, the summer schools have repeatedly been assessed with respect to their effects for participants. DARE has decided to evaluate the summer schools and based upon the results to change the structure of future summer schools. Within DARE a working group has been established focused on impact and evaluation of GDE. Evaluation of the summer schools will be the first activity of the group. DARE also plans broader involvement of the CONCORD platform in the summer schools. Cooperation of CONCORD in organising of the summer schools is planned for 2012.

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

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

Another document dealing with the topic to be mentioned is the so called DEAR study (from English Development Education and Awareness Rai-

sing) presently being prepared by the European Consultants Organization. The study addresses GDE projects financed from European Commission grants in the last five years. The report should be published by November 2010.

Another interesting activity planned is the European Development Days that will be held in Brussels on 5–7 December 2010. The event gives the opportunity to present activities connected with development cooperation or development education to representatives of general public, European Parliament and journalists. Public debates on development education with some of the EC commissioners are planned. DARE will have its own stand where national platforms or individual organisations may present themselves. The concept of the presentation has been prepared at present; it should be interactive and it is possible to get involved in planning of its form.

Another important initiative in GDE at the European level is the North-South Centre (NSC) of the Council of Europe. The representative of North-South Centre, Miguel Silva presented NSC activities regarding global development education at the National seminar. They are focused on networking and increasing of capacities of GDE educators. NSC publishes materials focused on GDE and provides on-line courses regarding the materials (available on http://www.coe.int/t/dg4/nscentre/GE_en.asp). Further, NSC concentrates on support to GDE at the institutional level via networking of participants from ministries, parliaments, civil society and local representatives. The aim is to create joint strategy for GDE. In 2002, at the Pan-European congress in Maastricht a strategy was defined for GDE by 2015. Another congress is planned for 2011 where so far achievements in implementation of the strategy will be assessed. Concurrently, NSC strives to enforce recommendations for implementation of GDE that would create an institutional framework for GDE in the Council of Europe.

Analysis of Monitoring and Evaluation in the Field of Global Development Education in the Czech Republic in 2008–2010

Based upon the recommendation called Peer Review of GENE organisation and based upon the need of the participants in GDE in measuring and assessing the impact of their activities on beneficiaries FoRS has decided, with the support of its GDE working group, to concentrate on increasing capacities in evaluation and monitoring of GDE programmes and projects at various levels. Also the National seminar focused on the methodology for evaluation of GDE activities complying with this objective.

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

The analysis was divided into two main parts:

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

3.1 Description of Participants and Their Roles in Evaluation and Monitoring of Global Development Education in the Czech Republic

For the purposes of the analysis we distinguish between three various levels of GDE activities, the evaluation of which includes various actors at various extent. These are: :

- programme evaluation level
- project evaluation level

- target group and beneficiaries level, while evaluation at each higher level requires necessarily evaluation at a lower level.

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

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

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

MFA has repeatedly been ordering public opinion surveys with an external agency. The surveys are mainly focused on perceiving of the Czech development cooperation by the general public. They do not address the entire scope of issues regarding GDE. The latest survey was carried out by the SC&C agency in the autumn of 2008. Worth mentioning is e.g. that the number of people aware of the governmental development aid dropped from the previous survey in 2006

from 59 % to 53 %. But the data does not show the state and efficiency of GDE in our country.

The contents and implementation of formal education is the competence of the **Ministry of Education, Youth and Sports** among other things. In basic and grammar school education GDE is mostly implemented via the UTEGC cross-disciplinary topic, and in technical education via the cross-disciplinary topics „A Citizen in a Democratic Society“ a „A Man and Environment“. The cross-disciplinary topics have, within the education programmes, general objectives (benefits) and topics through which the benefits are to be achieved. Each school has then the

obligation to specify the objectives for their students at various educational levels. The set objectives may then serve as a reference framework for evaluation of achieving of these. Evaluation of fulfilment of education objectives are the competence of the Czech School Inspectorate (CSI) performing regular evaluations of school education programmes and their implementation by individual schools. But so far CSI has focused preferably on evaluation of other aspects of education rather than cross-disciplinary topics. Also instruments for evaluation of cross-disciplinary topic objectives, which are mainly skills and attitudes, are not sufficiently worked out and used by teachers. We can, therefore say,



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

that even at the level of evaluation of the formal education we do not have information available regarding impact or efficiency in GDE.

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

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

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

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

of the criteria for project financing. Some of the project evaluations are performed by external evaluators and some are performed internally within a project team.

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

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

Outside the project logic, i.e. within implementation of school education programmes, teachers evaluate their own activities based upon criteria they defined themselves, but which also result from framework and specific school education programmes. As stated above, evaluation of cross-disciplinary topics (relevant to GDE) remains the questionable part of the Czech educational system and it can be anticipated that only a few schools use their own methodology for this purpose. It is not possible to assess to what extent schools do have adequate instruments for evaluation of cross-disciplinary topics at their disposal.

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

When evaluating the quality and impacts of projects it is possible to concentrate, apart from eva-

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

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

80) it can be anticipated that the trends found may be associated with all projects implemented in this period.

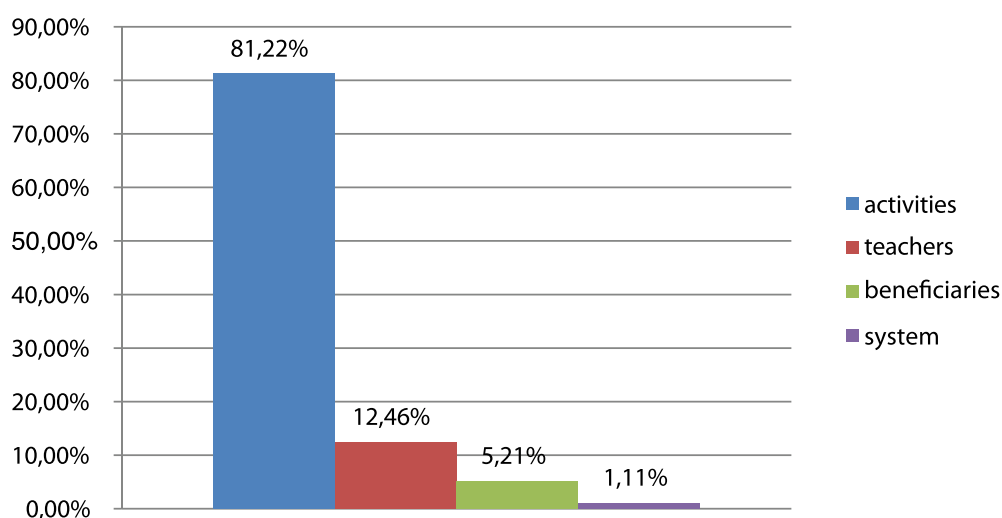
The basic research question was: **What type of information do we measure using the project indicators?** The reason for this question was to find on what type of information we are concentrated during project monitoring; whether we identify rather fulfilment of the planned activities than their impact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

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

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

- indicators for measuring the end-beneficiary condition change (students, pupils, general public); *these are indicators measuring e.g.*

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



change of knowledge, skills, attitudes or behaviour of end-beneficiaries

- indicators measuring change of practice of multipliers (teacher, trainer, school); *these are indicators measuring e.g. change of practice of those providing education, i.e. change in the style of teaching of teachers, change of school educational programme or change of the school environment*
- indicators measuring change of a state in the system; *these are indicators measuring changes at the level of the education system, general curricular documents or other system changes*
- indicators only measuring fulfilment of a project activity; *these are indicators only measuring fulfilment of an activity and do not follow any of the types of changes indicated above, typically e.g. the number of participants in a workshop.*

We monitored indicators in 25 selected GDE oriented projects, while considered where only indicators related to specific objectives and expected

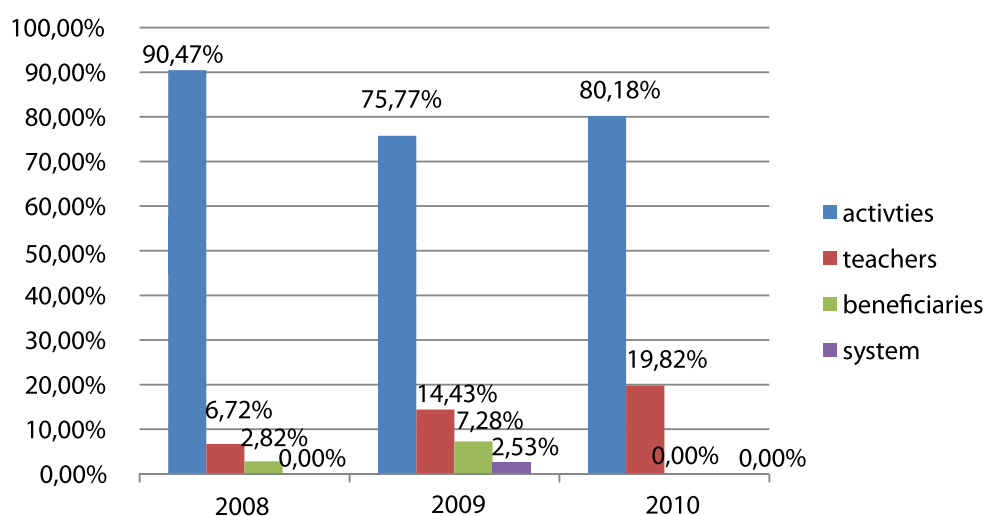
results. That is indicators at the plan level (overall objectives) were omitted due to their great generality. Since each of the projects has a different number of indicators, only percent ratio of a certain type of indicators to the overall number of indicators in a given projects was considered for each type of indicators.

a) Using Various Types of Indicators

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

When interpreting the results it is necessary to consider that the focus of the projects and their objectives influence the types of the used indicators. The low representation of indicators measuring change of state of the system is cau-

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



sed by a small number of projects aimed at the change of the system. Alike the types of indicators monitoring the change of teachers, schools, multipliers or end-beneficiaries, students, general public are dependent on whether a specific project is focused on working directly with end-beneficiaries, or it is aimed at change of practice of educators. In any case, it can be stated that a prevailing part of the indicators is focused on monitoring of implementation of specific activities, while a smaller part of indicators (less than 1/5) is used to measure the change at the level of end-beneficiaries, education agents or a change at the system level.

b) Development of Indicator Types during 2008–2010

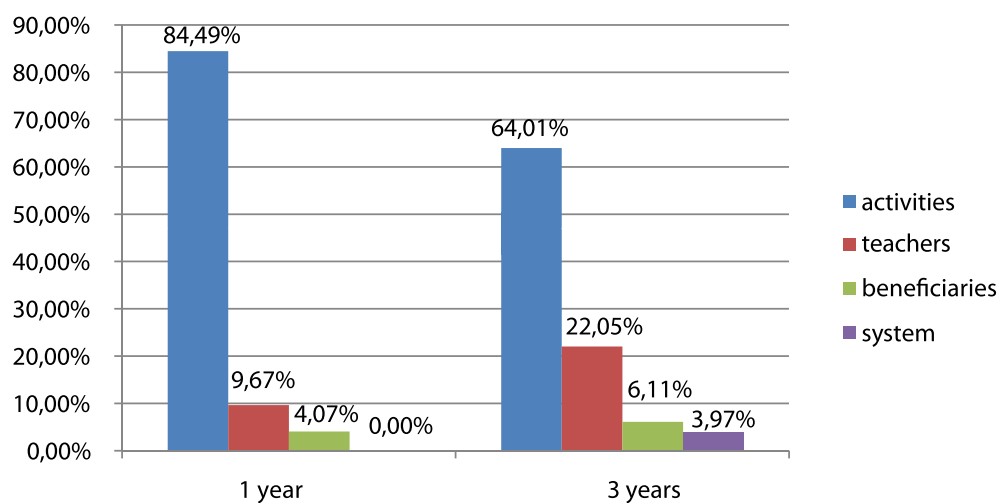
Further we wanted to know whether any trend in using various types of indicators over time can be traced. We divided the projects in four groups according to the year of their launching.

It is clear from the Diagram 2 that the only trend traceable over time is the increase of indicators focused on the change of the practice of teachers, schools, multipliers. If we look at the indicators focused on the beneficiary and system, we can see a growth in 2009 compared to 2008, but in 2010 the trend does not continue. One of the possible explanations may be that no project financed by the EC has been included in the monitored 2010 projects. It can be anticipated that at the end of 2010, after inclusion of these projects the ratio of indicators only measuring fulfilment of activities will decrease in favour of other types of indicators.

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

Another issue studied was whether various types of indicators differ somehow in projects of different length. Among the projects studied prevalently one-year and three-year projects occurred.

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



In addition to this two two-year projects occurred in the sample, but these were omitted due to a low number of cases in this category. Therefore, were compared only indicator types in one-year and three-year projects.

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

d) Using of Various Types of Indicators according to a Donor

The last category studied was the type of donor. We wanted to know whether indicator types occurring in projects financed by the EC differ from indicators occurring in projects financed by other donors. The reason for studying this hypo-

thesis was the assumption that the EC requires more strictly relevant indicators measuring impact of a project in approved project proposals and takes them into consideration when evaluating the project proposals.

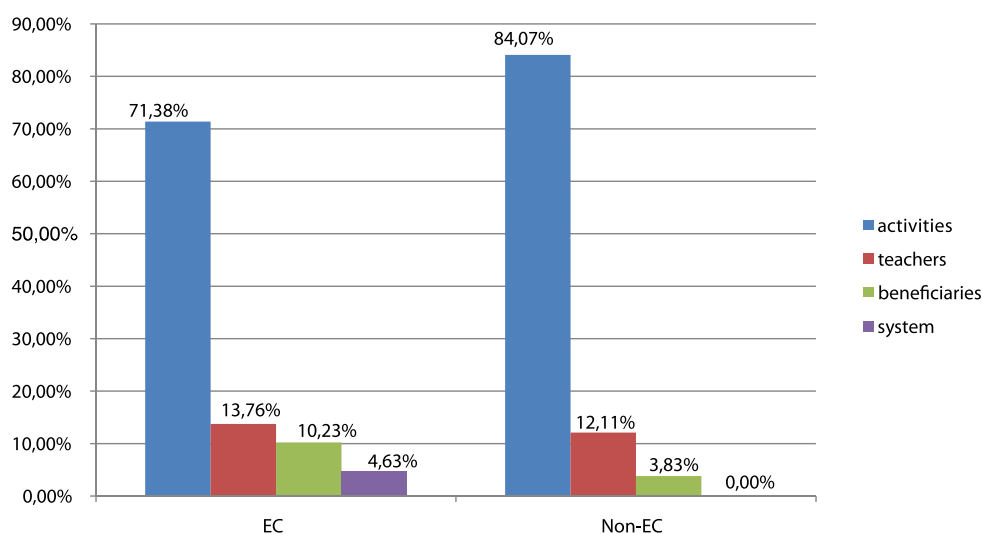
It is clear from the Diagram 4 that in projects financed by the EC indicators measuring fulfilment of activities are less used, and to the contrary indicators measuring change at the level of the system, educators and mainly at the level of end-beneficiaries are used to a greater extent.

e) Interpretation

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

Measuring of the change of state, or practice at the level of educators, beneficiaries or system

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



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

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

f) How are Indicators Measured?

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

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

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

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

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

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

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

Practical Part of the National Seminar Regarding the Activity Evaluation Method in Global Development Education

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

4.1 Evaluation of Programmes and Projects

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

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

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

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

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

4.2 Evaluation and Measurement of Impact of Education on Students in the Field of „Global Citizenship“

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

First of all a Global Citizenship concept was introduced to the participants of the workshop originally prepared by the organisation Oxfam (http://www.oxfam.org.uk/education/gc/what_and_why/what/) functioning in formal education system in Great Britain as a cross-disciplinary concept the Czech GDE concept being analogous to it. Global Citizenship has been defined in Great

Britain based upon determining principles which are further processed in various subjects according to various levels of education. Measuring of selected attitudes of students and development of attitudes over time is one of the parts of evaluation of the scope of success in implementation of global citizenship principles at schools.

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

Interesting with respect to implementation of GDE were for the participants mainly recommendations to focus education on details of various aspects of life in developed and developing countries and only after that on differences. Another

recommendation was to compare comparable aspects of life (for example effects of poverty in various countries or effects of development in various countries, etc.).

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

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

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

- education and teaching
- development of school employees
- educational materials



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

- school environment
- ethos
- communication
- monitoring and evaluation

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

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



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

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

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

5.1 Recommendations for State Actors

- To complete the process of creation of Global Development Education National Strategy and submit the strategy to the government for approval. If approved, it is necessary to focus on preparation of a specific medium-term action plan (approx. 3 years) aimed at fulfilment of the objectives set in the strategy. The National Strategy and the strategy-based action plan should serve as basic reference documents for coordination and cooperation of Ministries playing the leading role in implementation of GDE, in particular MFA and MEYS. To ensure sufficient financial and human resources for monitoring and evaluation of existing programmes and evaluate to what extent they help fulfil the strategy objectives and partial action plans on an ongoing basis.
- To include the opportunity to finance longer-term projects in existing GDE financing tools and thus to enable improving quality, increasing effects and systematic evaluation of projects.
- To increase amount of finance dedicated to GDE projects so that programme and project implementers or other participants have the chance to monitor and evaluate results and impacts of GDE projects and programmes more efficiently. Then to set the conditions of financing tools so that also systematic and quality inclusion of monitoring and evaluation in projects becomes the criterion for project financing.
- To continue in increasing of capacities of all existing participants regarding GDE evaluati-

on and monitoring. To cooperate in creation of GDE evaluation and monitoring instruments appropriate for the Czech context.

5.2 Recommendations for GDE implementers

- to promote awareness of the importance of evaluation among all relevant participants (NGOs, schools, institutions, general public, parents),
- educate oneself in the evaluation topic,
- find time and money for evaluation,
- perceive evaluation as an opportunity for growth and not to be afraid of a negative result (not to let oneself get discouraged),
- use various methods of evaluation (to try gradually),
- use evaluation as a starting point for planning
- communicate evaluation results externally, highlight positive changes,
- realize that „it needs time“,
- learn a lesson from foreign experience, but match the facts to the local context,
- contemplate the evaluation methods in project planning phase,
- realize stereotypes (or to struggle with them),
- highlight similarities between us and focus on them earlier than to differences,
- realize that evaluation is possible,
- start long-term cooperation with teachers in projects,
- make the GDE objectives clear (what it is and what it is not),
- pursue multiplication effect within organisations,
- realize that reality cannot only be described with the use of extremes,
- start evaluating!

For further recommendations see chapter 4.2 on page 18.



Key background documents and other resources

Key background documents

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

Other sources

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

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Czech Fair Trade Association
Czech University of Life Sciences Prague (CULS)
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EDUCON
Endowment Fund Microfinance
Humanist Centre Dialog
Humanist Centre Narovinu
Humanitas Afrika
INEX – Association for Voluntary Activities (INEX – SDA)
Institute of International Relations (IIR)
International Gender Policy Network (IGPN)
Light for the World
LL – LIKVIDACE LEPRY
MAHA – Management and Administration for Health Activities
M.O.S.T. Civic Association
Multicultural Centre Prague
Palacky University Olomouc
People in Need
Prague Global Policy Institute – Glopolis
ProEquality Centre of the Open Society, p.b.c.
Salesian Association of Don Bosco (SADBA)
Siriri
SOZE - Society of Citizens Assisting Migrants
Society for Fair Trade
Sue Ryder International CZ
University Humanists
University of Economics Prague - Faculty of international relations
Volonté Czech (suspended membership)

FoRS Observers

Alterra
Civic Association Info-Dracek
Czech Development Organisation
Deaf without hope
Eurosolar.cz
Fair
IOM - International Organization for Migration Prague
Lenka Černá, M.A. (personal entity)
Médecins Sans Frontières
pro-Contact
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FoRS–Czech Forum for Development Co-operation is a platform for Czech non-profit, non-governmental organizations (NGOs) and other non-profit groups active in the field of development cooperation, development education and humanitarian assistance. The FoRS Platform was founded in September 2002 and in the middle of 2010 the number of participating organizations was 37 members and 11 observers. FoRS members are typically NGOs, foundations, international organizations and academic institutions. FoRS organisations share a common interest in the pursuit of more relevant and effective Czech and international foreign development cooperation, and hope to enhance the positive impacts this cooperation brings to people living in developing and transitioning countries.

In 2003, FoRS was one of the founding members of CONCORD, the European NGO Confederation for Relief and Development (www.concordeurope.org). CONCORD is the umbrella organisation of national platforms and NGO networks, representing more than 1600 NGOs from EU countries. The CONCORD platform allows FoRS to contribute to the shaping of development policy at the EU-level.