

## REPORT ON THE STUDY:

*“Evaluation of Selected Projects Implemented within Polish Development Aid granted by the Ministry of Foreign Affairs of the Republic of Poland over 2010-2012”*

### *Ukraine and Global Education*

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#### **Report authors**

**Global Education:** Bartosz Ledzion, Elżbieta Świdrowska, Jakub Rok, Magdalena Brennek,

**Ukraine:** Kateryna Stolyarenko, Iryna Kravchuk, Bartosz Ledzion, Karol Olejniczak, Paweł Śliwowski, Stanisław Bienias

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# 1 ABSTRACT

## UKRAINE

The research has covered 12 projects implemented over the years 2010-2012 on the territory of Ukraine under the Polish development aid scheme.

The most important findings presented in this report are as follows:

- The provided support has been well-suited to the needs of the recipient country.
- Most of the implemented projects have been complementary to activities undertaken by stakeholders, and were an important supplement to initiatives taken by other donors.
- The projects have been implemented by applicants who were well prepared for this kind of activities, as well as by Ukrainian partners who had the right potential.
- The applicants have had no difficulty achieving defined project objectives. All aims were accomplished, and in 5 projects the target value even exceeded the defined level.
- The projects have familiarized participants with the Polish experience and examples of best practices in such fields as regional development, the development of rural areas, the development of associations and ways of stimulating the activity and self-organization of local communities, revitalization, and internal audit.
- The knowledge gained this way has enhanced, among other things, the skills needed to draw up project application forms, develop strategies of sustainable development and revitalization plans, carry out internal audits, and establish associations. This has been proved by a wide range of activities undertaken after the project completion.
- The implementation of the projects has strengthened the potential of partner institutions in Ukraine.
- The implementation of research projects has triggered socio-economic development, particularly at the local level.
- An analysis of the projects on their merits has shown that the undertaken actions were predominantly concerned with the problem of human rights, and as such they are likely to have helped bring changes in this field, although the application form did not define these matters in much detail.

Key recommendations:

- It seems highly advisable that Polish development aid should shift from annual budget planning to multiannual projects, whose chances of initiating effective systemic changes are much bigger;

- In order to raise the awareness of human rights among applicants and thus make human rights a more prominent part of development cooperation, it is recommended that the Ministry of Foreign Affairs prepare a handbook for future applicants.

To sum up, it should be stated that all the projects analysed have contributed to enhancing Poland's image as a modern and open country.

## **GLOBAL EDUCATION**

The study involved 17 system projects in the field of global education, which were carried out in 2010-2012 within the scope of Poland's Development Cooperation. Here are key findings presented in the report:

- project activities were well-matched to the situation and needs of beneficiaries (teachers, students, academics);
- the Ministry of Foreign Affairs is the main source of funds for global education activities in Poland. These activities should be applauded for their diversity and scale, but the implementation of interventions in this field calls for a more in-depth and systematic cooperation between the Ministry of Foreign Affairs and the Ministry of National Education;
- as a result, the projects concerned have provided practical and useful knowledge, which could be used by schools in their day-to-day work. However, the projects have not resulted in a structural change of the education system. It is still by and large up to individual teachers to include aspects of global education in the curriculum;
- global education projects increasingly rely on modern technologies, yet it seems this tool has not been fully exploited. The study has shown that e-learning trainings have been most successful, and could be the way forward to improve knowledge about global education on a large scale;
- most of the examined projects have taken into account human rights issues. What has varied, though, was the degree to which these aspects were included and the way they were referred to (directly or indirectly);
- both qualitative and quantitative analyses have indicated that most of the goals have been achieved;
- the examined projects have contributed to a change in participants' attitudes. The change, however, has been clearly visible only in the group of persons who received direct support. This is because some projects have involved only single interventions in schools, and featured no mechanisms for helping the change take root. In such a case, the interest aroused among young people would quickly disappear, usually leaving no permanent marks in the form of changed attitudes and motivation.

Key recommendations:

- changing the system of selecting projects, so that projects that are sustainable and produce usefulness results are more often chosen;
- popularizing the most interesting and effective project activities among new applicants;

- implementing a long-term system project in the field of global education by the Ministry of National Education.

## 2 GENERAL INTRODUCTION

The subject of the study has been to examine 29 projects that were implemented in the framework of Poland's Development Cooperation supervised by the Ministry of Foreign Affairs. The projects were put in place in 2010-2012 in such fields as regional development, building the potential of public administration, and local government in Ukraine, as well as systemic global education in Poland. When examining the projects, the authors also took into account human rights issues. The objective of the study has been, among others, to formulate conclusions and recommendations for Polish aid's annual planning and multi-annual programming. The study looked at initiatives that were conducted with Ukrainian partners in three locations: the Autonomous Republic of the Crimea, the Lviv Region and the Vinnytsia Oblast. Educational activities have been directed to the Polish society and have involved entities throughout the country.

### RESEARCH OBJECTIVE

The objectives of the research were "to define the role selected activities fulfil in developing the economic and social potential of partner countries," and "to define factors influencing the realization of Polish projects." The research was aimed at "formulating conclusions and recommendations for Polish aid's annual and multiannual programming."<sup>1</sup>

This report was conducted to provide evaluation evidence on the role selected Polish aid activities fulfil in developing the economic and social potential of partner countries, as well as define factors influencing the realization of Polish projects. The external evaluation was initiated by the Polish Ministry of Foreign Affairs and conducted by the EGO Evaluation for Government Organizations.

### RESEARCH ASSUMPTIONS

First of all, we concluded that having to deal with two different types of interventions, we needed two separate research approaches. Such a division is fully justified given the unlikeness of the projects. The objective of one group of projects is to develop (global) education addressed to Polish teachers and students; the objective of the other group is to strengthen good governance in Ukraine.

Second of all, we adopted the *Theory-Driven Evaluation* approach as a tool for investigating the reality. This means that each of the two types of interventions is an experiment that has to run mechanisms leading to positive change among the recipients of the projects and in their surroundings. So projects are tools of change. Such an assumption is consistent with the most recent literature on and practice of evaluation studies.

Our concept is based on the *Theory-Driven Evaluation* approach, which draws on the following scientific publications:

- Chen, H.T. (2005) "Program theory"; in: Mathison, S. (ed.) *Encyclopedia of Evaluation*, pp.340-342. Thousand Oaks, Calif. ; London: SAGE Publications.

<sup>1</sup> Recommendations and suggestions will be comprehensively presented according to the following pattern 1) recommended activities 2) problems they respond to 3) addressees of recommendations 4) time perspective

- Donaldson, S.I. (2007) Program Theory-Driven Evaluation Science: Strategies and Applications. New York: Lawrence Erlbaum.
- Leeuw, F.L. (2003) Reconstructing Program Theories: Methods Available and Problems to be Solved. American Journal of Evaluation, 24(1), 5-20.
- Górniak, J. (2007) "Ewaluacja w cyklu polityk publicznych"; in: Mazur, S. (ed.) Ewaluacja Funduszy Strukturalnych - perspektywa regionalna, pp.11-28. Kraków: Uniwersytet Ekonomiczny w Krakowie.
- Pawson, R. (2002) Evidence-based Policy: In Search of a Method. Evaluation, 8(2), 157-181.
- Pawson, R. (2009) "Introduction to Realist Evaluation and Realist Synthesis", Akademia Ewaluacji Programów Rozwoju Społeczno-Gospodarczego, EUROREG - Uniwersytet Warszawski, Warszawa, 7 February 2009.
- Petrosino, A., Rogers, P., Huebner, T. & Hacsı, T. (2000) Program Theory in Evaluation: Challenges and Opportunities. New Directions for Evaluation, 87(Fall).

## RESEARCH STEPS AND QUESTIONS

The general sequence is shown in the figure below.

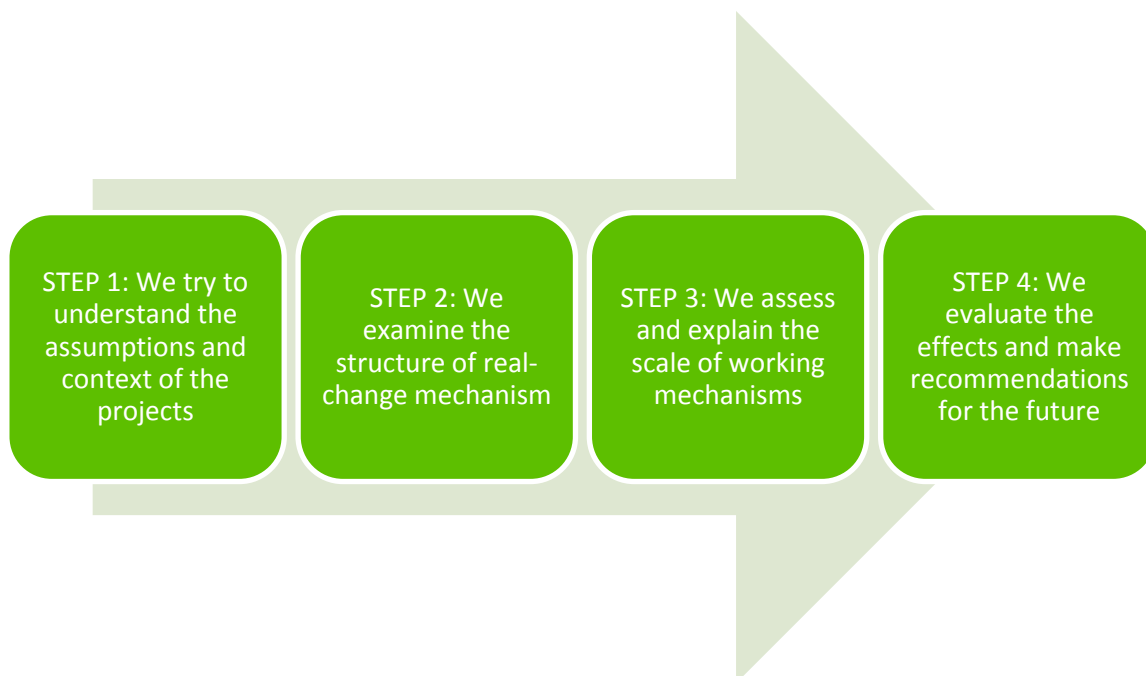


Fig. 1 Sequence of research steps by K. Olejniczak

STEP 1. We will investigate the premises that authors of the Development Cooperation Programme took into consideration when creating the document. We will describe expectations related to the

projects (what positive effects they were supposed to bring about), as well as assumptions about the factors which, in the authors' opinions, are important for the change to be achieved.

STEP 2. We will answer questions concerning stakeholders' response and the real effects of the projects. We will identify factors and processes which have produced desirable effects or hindered the change mechanism.

STEP 3. We will assess both the effects as a whole and the frequency of factors and processes that were identified at the previous stage.

STEP 4. We will make a comprehensive evaluation of the effects. We will also formulate recommendations with a view to future editions of the Programme.



## 3 UKRAINE

### 3.1 INTRODUCTION

#### RESEARCH OBJECTIVES

According to the provisions of the Terms of Reference, the objectives of the research were: “to define the role selected activities fulfil in developing the economic and social potential of partner countries,” and “to define factors influencing the implementation of Polish projects.” In other words, we wanted to learn what real effects, or positive changes, the projects brought about, and to identify factors which influenced the final effect.

The research was aimed at “formulating conclusions and recommendations for Polish aid’s annual and multiannual programming.”

#### RESEARCH QUESTIONS

##### RELEVANCE (EVALUATION CRITERIA)

- What documents by Ukraine’s government have been referred to by interventions undertaken under the projects?
- Have the undertaken project activities been complementary to the activities/plans of the stakeholders ? (In what aspects/To what extent?)
- Have the proposed projects been adequate to the needs of beneficiaries (technically suitable, taking into consideration available resources, including infrastructure and human resources)?
- Have the Polish interventions been coherent with actions supported by other donors?

##### SUSTAINABILITY (EVALUATION CRITERIA)

- Have the completed projects enhanced existing systemic solutions, or have they helped work out new solutions? (In what way?)
- Do the beneficiaries use and develop the results and achievements of the projects? (In what way?)
- Has the multiplier effect (broadening the transferred experience) occurred? (What has it involved?)

##### EFFICIENCY (EVALUATION CRITERIA)

- Have applicants or stakeholders undertaken additional activities to effectively use resources in the course of or after the completion of the projects (what activities?)
- Do the beneficiaries and project donors believe that a different type of intervention might have helped solve the same problem at a lower cost and without impairing the outcomes?

## EFFECTIVENESS (EVALUATION CRITERIA)

- Have the objectives and tasks (medium-term and long-term) defined in the projects been accomplished and carried out? (To what extent?)
- Have the interventions contributed to developing potential and strengthening partner institutions/organizations? (To what extent?)
- Have the undertaken actions helped change attitudes or behaviours of the beneficiaries? (To what extent?)
- The influence of the projects on respecting human rights

## USEFULNESS (EVALUATION CRITERIA)

- Have the undertaken actions addressed properly identified needs?
- Have the tools used by the projects set an example of modern technology application for the beneficiaries to follow, and/or have solutions alternative to those used before been suggested? (What tools?)
- Have the projects contributed to breaking stereotypes and prejudices affecting development? (In what way?/ Which projects?)
- Which project activities have strengthened Poland's image as a donor of development aid most? (Why?)

## **RESEARCH STEPS**

Research steps described below have been used as a framework for conducting case studies on good governance projects in Ukraine.

### **1. General objective and detailed objectives of the project**

The general objective and detailed objectives of undertakings carried out in Ukraine resulted from the analysis of project documentation.

### **2. "DIAGNOSIS" of premises which refer to:**

#### **The proper selection and recruitment of participants**

The objective of this package was to verify the process of selecting and recruiting participants in terms of their ability to take advantage of good practices in Ukraine. We analyzed not only the process of participants' recruitment itself, but also what institutions they had come from and whether they had put the acquired knowledge to use.

**Tools.** Our description of the selection and recruitment process was based on an interview with a Polish coordinator and a Ukrainian coordinator (who, according to preliminary examination, played a key role in this procedure). To collect information on participants, we drew on applications and

enclosures to reports. We then verified whether the results were effective and permanent, using interviews (individual (IDI) and telephone ones) and a CAWI survey.

**3. “ACTION” IF we educate selected representatives of public administration/non-governmental organizations in Ukraine about how good practices function in Poland (referring to ways regional development policy is conducted and good governance principles put in place) by taking into consideration:**

**the need to provide the right educational tools and high-quality teaching materials.**

The objective of this task was to evaluate the selection of tools (training courses, study visits, workshops, conferences, publications), the teaching materials as such (including presentations, workshop scenarios, etc.), and the competence of trainers/educators/animators.

**Tools.** The evaluation of training courses/study visits was based on findings from assessment questionnaires concerning training courses/seminars, and on participants’ opinions (IDI and telephone interviews as well as findings of CAWI surveys). The evaluation of teaching materials was based on findings from assessment questionnaires concerning training courses/seminars/study visits, on participants’ opinions (telephone interviews and CAWI surveys), as well as on the evaluation of materials by experts.

**4. “RESULT” We will increase the knowledge and awareness of representatives of public administration/non-governmental organizations by creating a group of local leaders who are capable of introducing changes in their regions:**

**Improving competences (knowledge and skills) and the proper “equipment” for leaders**

The objective of this part of the research was to establish whether the projects had contributed to improving the participants’ competences (knowledge and skills), and changed the way they think. At the same time we tried to find out whether the leaders had been properly equipped with teaching materials, definite solutions and skills of putting them into practice.

**Tools.** In order to answer the above questions, it was necessary to use most of the research tools available, including in particular: a survey of final reports with enclosures, interviews with representatives of institutions, a project coordinator, telephone interviews with participants of the project (trainers and animators), and analyses of findings from the CAWI surveys that were conducted among project participants.

**Inspiring local leaders to introduce new solutions**

It was not only the passing of knowledge and skills that made it possible to introduce changes in Ukraine. Even more important was inspiring participants of training courses/study visits to introduce changes. The trainees who were eager and determined to introduce new solutions had the best chance of becoming leaders and ambassadors of a new way of thinking and acting. At this stage of the research we tried to verify how this aspect of the projects had been realized.

**Tools.** At this research stage we mainly used the primary data gathered through qualitative methods (IDI and telephone interviews), as well as findings of the CAWI surveys.

### **Fostering surroundings**

The objective of this activity was to identify key factors which could have triggered the anticipated change mechanism among project participants. The change in question is concerned with the way of thinking and, consequently, the way of acting. Close surroundings mean in particular a subordinate's attitude and personal experience. Further surroundings comprise such factors as perceived possibilities of applying acquired knowledge within Ukraine's existing organizational and legal framework. The list of factors was not complete.

**Tools.** To find answers to these questions, we interviewed participants of the projects.

**5. THE ABOVE will enable us to transfer good practices and thus improve the quality of regional development policy. Moreover, our activities in Ukraine will be carried out according to the principle of good governance.**

### **Introducing changes by local leaders**

The objective of this part of the research was to evaluate how project actions had influenced the participants' actual activities. We tried to collect evidence confirming that by carrying out the project "new leaders" had been able to successfully implement new solutions.

**Tools.** In order to answer the above questions, it was necessary to use a wide range of research tools, including a survey of final reports with enclosures, interviews with representatives of the institutions and Polish and Ukrainian project coordinators, telephone interviews with participants of the project (trainers and animators), and analyses of findings from the CAWI surveys conducted among participants of the project.

### **Building cooperation structures and network inspired by Polish practices, and searching for new solutions**

The undertaken initiatives could have led to favourable changes in the close surroundings of the participants. Actions undertaken under the project are likely to have helped create regular structures (organizations, changes in the way the participants are organized, informal cooperation chains). At the same time the discussed solutions, in favourable circumstances, had a chance to become commonplace in Ukraine. The objective of this stage of the research was to collect and analyse evidence in this field.

**Tools.** In order to answer the above questions, we conducted telephone interviews with participants of the project (educators and animators), analysed the findings of the CAWI surveys carried out among project participants, and analysed the final reports.

### **Creating Poland's image as an open and progressive country**

One of the objectives of the Development Aid Programme was to create a positive image of our country. At this stage, the research tried to analyse this aspect of the projects.

**Tools.** In this context the following tools were of great importance: the opinions project participants expressed during individual interviews, in-depth telephone interviews and in CAWI questionnaires on-line. Additionally, the available press materials will be analysed.

## RECOMMENDATIONS

The last part of the case study aimed to identify interesting solutions which could contribute to increasing the effectiveness and permanence of development aid projects that will be carried out in further calls for proposals.

**Tools.** We tried to find an inspiration for new solutions by talking to representatives of applicants, coordinators, trainers and project participants. Another source of our inspiration was office research. Preliminary conclusions were supplemented by the findings of an expert panel.

## METHODOLOGY OUTLINE

To carry out this research we have adopted the **bottom-up approach**, which means that both secondary and primary data were gathered, analyzed and assessed with respect to the projects covered by case studies. At the final stage, the research findings were aggregated and presented in the final report. Additionally, the researcher supplemented the data with:

- findings from CAWI study conducted among participants of the projects (in the case of good governance projects n=51);
- information gathered during an expert panel on development and good governance with the participation of two panellists;
- analysis of documentation on development cooperation programmes from 2010-2012, competition documentation, as well as the Multiannual Development Cooperation Programme 2012-2015;
- analysis of other donors' activities;
- analysis of application forms, reports with enclosures and other documentation;
- products created as a result of project implementation, such as websites, brochures, and publications;
- interview with a specialist in cooperation with Ukraine – a key expert in Ukraine (EU Convent of Experts);
- individual interviews with representatives of applicant institutions, project coordinators and project participants (n=83);
- analysis of media coverage on implemented projects;
- analysis of qualitative data;
- bulletin board with the participation of applicants' representatives; the initiative did not bring anticipated results, though, as only four people had enlisted, one of whom provided a comment;
- benchmarking between the projects;
- SWOT/TOWS analysis.

## METHODOLOGY IN DETAIL

Project	Suggested methodology
<p><b>Vote for residents! Popularizing Social Consultation Mechanisms in 15 Administrative Districts in Ukraine</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of study visits and workshops. PRODUCT EVALUATION: evaluation of workshop and study visit materials, and a publication on good practice.</p>
<p><b>Preparing a Group of Leaders, including Local Government Representatives, for Solving Economic and Social Problems in Agriculture and Rural Areas of the Crimea</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of workshops and training courses. PRODUCT EVALUATION: evaluation of training course and conference materials.</p>
<p><b>Good Governance Strategy. Poland's Best Practices in Building a Strategy of Sustainable Development and Operational Management as a Way to Foster the Development of Local Government Institutions in the Autonomous Republic of the Crimea</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and study visits, as well as with people involved in working out the strategy. PRODUCT EVALUATION: evaluation of training course and study visit materials, as well as the sustainable development strategy and information brochures.</p>
<p><b>Ensuring Equal Development Prospects for Rural Areas in the Crimea</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and seminars. PRODUCT EVALUATION: evaluation of training course and conference materials, project flash cards, and a brochure promoting the project.</p>
<p><b>Development of Local Communities in Rural Areas of the Vinnytsia Region in Ukraine</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and study visits. PRODUCT EVALUATION: evaluation of training course and conference materials, a video of the study visit, and a handbook for leaders.</p>
<p><b>Transferring Good Practices from the Commune of Lubaczów to</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian</p>

<p><b>Foster the Development of the Commune of Nemyriv</b></p>	<p>coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and farm tourism workshops.  <b>PRODUCT EVALUATION:</b>  evaluation of training course and conference materials, a website, and a brochure.</p>
<p><b>Development of Rural Communes in Ukraine by Activating Citizens and Supporting Cooperation between Local Authorities and Residents</b></p>	<p><b>FIELD STUDIES:</b>  IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of study visits and representatives of teams that organized debates.  <b>PRODUCT EVALUATION:</b>  evaluation of workshop and study visit materials, a publication on good practices covered by the project, projects worked out to solve local problems, and a website.</p>
<p><b>Improving Residents' Living Standard through the Programme of Revitalization of the Centre of Lviv</b></p>	<p><b>FIELD STUDIES:</b>  IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle).  <b>PRODUCT EVALUATION:</b>  evaluation of training course and conference materials, documentation, and the Programme of Revitalization of the Centre of Lviv.</p>
<p><b>For the Sake of Common Good. Strategies of Sustainable Development and Their Implementation by Operational Planning as a Tool of Good Governance. Best Polish Practices in Strengthening Local Government Structures in the Autonomous Republic of the Crimea</b></p>	<p><b>FIELD STUDIES:</b>  IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and internships, as well as people involved in working out the strategy.  <b>PRODUCT EVALUATION:</b>  evaluation of workshop and conference materials, a multimedia publication and a website.</p>
<p><b>Establishment and Development of an Association of Local Governments of the Vinnytsia Region in Ukraine</b></p>	<p><b>FIELD STUDIES:</b>  IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of study visits and workshops.  <b>PRODUCT EVALUATION:</b>  evaluation of study visit and training course materials, financed press materials and a website.</p>
<p><b>Risk Management and Internal Audit in the Regional Administration of Ukraine</b></p>	<p><b>FIELD STUDIES:</b>  IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and in-depth training courses.</p>

	<p>PRODUCT EVALUATION: evaluation of training course, study visit and conference materials, as well as auditing.</p>
<p><b>Change for the Future. Preparing Human Resources of Public Administration of the Autonomous Republic of the Crimea for Development Management Based on Polish Experiences in Change Management in Regional Development</b></p>	<p>FIELD STUDIES: IDI- coordinator of the Polish project, Ukrainian coordinator + people selected by him/her (target selection according to the snowball principle), in-depth telephone interviews with participants of training courses and internships. PRODUCT EVALUATION: evaluation of workshop and training course materials, information and promotional brochures, conferences, and a book.</p>



## 3.2 KEY FINDINGS

The evaluation covered 12 projects implemented jointly by Polish and Ukrainian partners under Polish Aid during 2010-2012. The overall objective of the projects was to strengthen good governance in Ukraine, by focusing on a number of issues:

1. strengthening the dialogue between regional government administration offices, local governments and NGOs;
2. enhancing the role of local government in such areas as modern management of communal services, property management and energy efficiency;
3. professionalizing the territorial management system and supporting the establishment of a regional development policy;
4. fostering rural development and agriculture, in particular by supporting agriculture advocacy, and activating local communities to help raise living conditions in rural areas.

Three projects (16/2010, 158/2010, 713/2010) were implemented in 2010, six projects (203/2011, 49/2011, 358/2011, 284/2011, 539/2011, 332/2011) in 2011, and three projects (504/2012, 257/2012, 450/2012) in 2012. The leading implementing partners were eight Polish organizations (Agricultural Advisory Centre of the Pomeranian Region, Branch in Stare Pole, "School for Leaders" Association in Warsaw, Caritas of the Warsaw-Praga Diocese, Lubaczów community, FAPA, WOKISS, Institute of Urban Development in Krakow, PAUCI Warsaw); the local partners were eight Ukrainian organizations (Crimea State Agricultural Training-Consulting Centre, the NGO "European Dialogue" in Lviv, the NGO "Perspective" in the Crimea, Nemyriv village council, Lviv City Institute, the NGO "Initsiatyva" in Vinnytsia, PAUCI Kyiv, Vinnytsia Regional Branch of the International NGO "Ukraine-Poland-Germany"). Two projects were implemented throughout Ukraine, the remainder mainly in its western (one project) and central parts (four projects), as well as in the Crimea region (five projects)<sup>2</sup>.

Following an open competition, the Ministry of Foreign Affairs selected projects from among proposals that Polish non-governmental organizations submitted in partnership with their Ukrainian partners. Each year, the MFA outlines geographic and thematic initiatives to be implemented under the Polish development cooperation programme, and lays out support for international cooperation to promote democracy and civil society development. Ukraine is one of the priority countries in the Eastern Partnership framework. A call for proposals opens in November and runs until December; the results are announced in March. Applicants submit their project proposals online. All projects are short-term, i.e. do not exceed one year. In fact, they are implemented from April-May to December after Polish and Ukrainian partners have signed cooperation agreements.

All implemented projects corresponded with the *Strategy for Polish Development Cooperation for 2007-2013* (Priority 2 - Ensuring democracy, the rule of law, civil society development). They also corresponded with *Multiannual Development Cooperation Programme 2012-2015* (Priority 2 - Regional development, strengthening public administration and local government). In addition, they

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<sup>2</sup> Please refer to Annex 3 for more details.

were linked with the *Development Cooperation Plan for 2012* (Priority 2 - Regional development, strengthening public administration and local government, activities points: b) to strengthen local government in the fields of modern management of municipal services, real estate management and energy saving; c) to enhance dialogue between the central administration's local bodies, local government and NGOs; and d) to professionalize the local government management system and to support the creation of regional development policy).

The selected projects were different in scope and themes. They were also realized in different regions of Ukraine; therefore they were grouped according to the regions during the analysis. The projects implemented in the central part of Ukraine concentrated mainly on developing local communities in rural areas of the Vinnytsia region (332/2011), creating and developing the Association of Local Authorities in the Vinnytsia region (504/2012), and improving the quality of management in territorial administration of Ukraine through internal audit and risk management (257/2012). The projects in the Crimea focused on preparing the group of leaders for solving economic and social problems in rural areas (16/2010); creating a sustainable development strategy and operational management (713/2010); providing equal opportunities for development of rural areas, supporting regional development and structures of public administration at the local level (358/2011), and strengthening regional development policies (450/2012). The projects in the western part of Ukraine tried to improve the quality of life of residents through the revitalization of downtown Lviv (539/2011), and enhance skills of the local community to develop tourism in the village of Nemyriv in the Lviv region (284/2012). All-Ukrainian projects were dedicated to increasing the public participation (158/2010), and fostering an environment for sustainable social and economic development at the local level (203/2011).

All 12 projects were educational in their nature and aimed to share Poland's best practices in the field of good governance. In general, the projects were structured as follows: (1) trainings, (2) study visits, (3) publications (leaflets, manuals, etc.), and (4) final conferences.

Project proposals were usually prepared by Polish partners and then agreed with Ukrainian counterparts. Polish and Ukrainian partners would sign cooperation agreements for the implementation of each project. Throughout this process, Polish organizations were the leading implementing entities, as they were responsible for direct contacts with the Ministry of Foreign Affairs, project management, collaboration with project partners, delivering trainings during study visits, promoting projects in Poland, developing and disseminating project leaflets/manuals in cooperation with Ukrainian partners, and preparing project reports. The main tasks of Ukrainian partners were to communicate with the public authorities and institutions, promote the project in Ukraine, disseminate project leaflets/manuals, organize study visits to Poland and recruit participants, select participants for trainings, and ensure a constant monitoring of the project's implementation from the Ukrainian side.

**RELEVANCE**

The survey of government documents and initiatives by Ukrainian authorities shows that when granting development support, the Polish party took into consideration the needs of the recipient country. The projects implemented over 2010-2012 corresponded with the assumptions of public programmes, as well as legal frameworks in force on the territory of Ukraine. The authorities competent in view of the project objective were predominantly committed to the implementation of initiatives.

The implemented projects were mostly complementary to the actions undertaken by stakeholders. Complementarity covers above all the thematic aspect of implemented activities (fields of support), the spatial aspect of support (e.g. implementing a project within one city), and the temporal aspect of support (the sequence of project implementations in time).

The scale and character of the projects did not require the applicants and partners to have a considerable potential. The projects were implemented by entities that were well prepared for this kind of activities, and by Ukrainian partners with appropriate potential. Given the outcomes and the lack of major problems it should be stated that the projects were adequate to the situation of the beneficiaries.

Apart from Poland, the most important donors in Ukraine are the European Commission (EU), the Canadian International Development Agency (CIDA), the Swiss Development and Cooperation Agency (SDCA), the Swedish International Development Agency (SIDA), the United Nations Development Programme (UNDP) as well as the Ministry of Finance of the Netherlands. Support provided by the above-mentioned donors focuses on, as in the case of Poland, local self-government, regional development and a reform of public finances. However, it should be pointed out that Polish development aid projects substantially supplement initiatives taken by other donors, which no doubt contributes to the process of introducing the systemic changes in the public policy management in Ukraine.

*What documents by Ukraine's government have been referred to by interventions undertaken under the projects?*

*Have the undertaken project activities been complementary to the activities/plans of the stakeholders? (In what aspects/To what extent?)*

*Have the proposed projects been adequate to the needs of beneficiaries (technically suitable, taking into consideration available resources, including infrastructure and human resources)?*

*Have the Polish interventions been coherent with actions supported by other donors?*

## SUSTAINABILITY

The analysis of the Polish development aid projects shows that some of them consist in supporting systemic changes which are already in progress, rather than working out new model solutions. The activities undertaken in the projects match the needs specified in government documents. Thanks to ensuring the relevance and complementarity of activities, Polish aid is an important tool for building the potential of administration and changing the system of development policy management in Ukraine.

The implementation of the researched projects has triggered socio-economic development, particularly at the local level. A group of leaders was trained and counselled, which prepared them mentally and substantively to continue and successfully develop project activities after the project completion in terms of social dialogue, auditing, implementing development strategies/plans, and applying for external resources. In this respect, a possible multiplication of experiences should be considered.

*Have the completed projects supported the existing systemic solutions, or have they helped work out new solutions? (In what way?)*

*Do the beneficiaries use and develop the results and achievements of the projects? (In what way?)*

*Has the multiplier effect (broadening the transferred experience) occurred? (What has it involved?)*

## EFFICIENCY

Applicants have undertaken actions to optimize the effects of the implemented projects. This would prove that applicants focused on achieving objectives and taking care of the quality of cooperation (even if it involved extra costs they needed to cover from their own resources). The analysis of such activities indicates, however, that they were not of key nature. In most cases, these activities were not related to the critical path of the projects, nor did they result from significant changes in external surroundings. Also, it cannot be stated that these activities significantly influenced the efficiency of the projects.

It is impossible to reliably assess the efficiency of the projects due to the lack of a uniform system of monitoring the indicators of the Polish development aid projects, a wide variety of projects, the lack of reference to objective comparisons, as well as the way the research question itself is asked. In view of the above-mentioned limitations, we based our assessment of the efficiency of tools on applicants' opinions, which were concerned with: 1) a method of defining project objectives and tasks, 2) recruitment of participants, and 3) the timely planning of tasks.

*Have applicants or stakeholders undertaken additional activities to effectively use resources in the course of or after the completion of the projects? (what activities?)*

*Do the beneficiaries and project donors believe that a different type of intervention might have helped solve the same problem at a lower cost and without impairing the outcomes?*

## EFFECTIVENESS

The research findings confirm that in terms of the quantitative aspect based on the verification of target values, applicants had no difficulty in achieving the defined objectives. All the objectives were achieved and even in the case of 5 projects the target values exceeded the defined levels.

The qualitative approach in turn shows that participants learnt about Polish experiences and good practices in the fields of regional development, the development of rural areas, the development of associations, stimulating the activity and self-organization of local communities, revitalization, and internal auditing. This contributed to enhancing skills that are needed to prepare project application forms, draw up sustained development strategies and revitalization plans, carry out internal audits, and establish associations, which is proved by numerous activities undertaken after the project completion.

*Have the objectives and the tasks (medium-term and long-term) defined in the projects been achieved and carried out? (To what extent?)*

After assessing the potential of partner institutions in terms of sustainability and the extensiveness of contacts, it can be stated that this potential was strengthened thanks to participation in the projects. This is proved by the fact that new partnerships have been established between Polish and Ukrainian participants, and between local self-governments and local communities, the cooperation has continued after the completion of the project implementation, and further projects are being implemented.

*Have the interventions contributed to developing the potential and strengthening partner institutions/organizations? (To what extent?)*

The analysis of the projects has shown that many undertaken activities had a significant cognitive (changes in the way of thinking and in the approach of participants) and behavioural impact (changes in acting). The granted aid inspired the participants to continue activities undertaken in the projects, and to take on new challenges and initiatives at the local level.

*Have the undertaken actions help change attitudes or behaviour of the beneficiaries? (To what extent?)*

The promotion and defence of primary human rights was not the direct objective of the projects. The question of human rights was only indicated in the application form with respect to equal opportunities, and from 2011 on also with respect to a broader notion, namely that of “respecting human rights and the principles of good governance.” After analyzing the content of the application forms in detail, it should be pointed out that each project referred to the question of equal opportunities for women and men. In some cases, however, the way the matter was described should be criticised, as it shows the lack of understanding of the problem. As for analyzing the application forms in terms of the box “respecting human rights and the principles of good governance,” two elements should be noted: 1) the applicants placed emphasis on describing the project in terms of putting into practice the principle of good

*The influence of the projects on respecting human rights*

governance (and this aspect was elaborated relatively well); 2) with the exception of two projects (358/2011 and 450/2012), the analyzed application form was very enigmatic about the question of human rights. Moreover, it is alarming that not a single project coordinator answered the question concerning human rights in a way that would prove he or she understood the importance of the matter. Additionally, the analysis of the final reports confirmed that project activities do not include the actual putting into practice of human rights.

Nevertheless, the analysis of the projects on their merits leads to the conclusion that the undertaken activities were to a large extent concerned with the question of human rights, and after all may have brought about some changes. In this respect, special attention should be paid to ventures which supported public debates, bottom-up initiatives, and helped build local strategies. Such activities developed a sense of independence, promoted a democratic approach to development management, and improved development prospects for the supported communities.

## USEFULNESS

The Polish development aid projects fit in a broader context of activities that are undertaken in Ukraine by various aid programmes and initiatives in favour of bilateral cooperation. Polish aid definitely fits most in the quality planning improvement and strategic management, greater commitment of society and authorities to activities aimed at participating and counselling, better using development potential, building an experts base and leaders groups initiating positive changes in favour of sustained development as well as improving the living standard. The projects were not only relevant (project concepts corresponded to identified needs) but also useful (flexible adjustment of the scope of activities to participants' needs that were progressing in the course of the projects), which is why their outcomes could be put to practical use. The tools of strategic management and operational project management should be perceived as modern solutions, which are still little known in the Ukrainian conditions, though. In general, the methodology (or rather various complementary methodologies) of project management, which nowadays is a standard practice in Poland, is still an inspiring novelty for the Ukrainian administration. The same is true for public debate tools (consultations, agreements, the inclusion of wider social groups in the process of strategic planning). Also, the key and strategic solutions (strategic planning, increasing the level of social participation), which were proposed alongside operational solutions (planning and management tools,

*Have the undertaken actions addressed properly identified needs?*

*Have the tools used by the projects set an example of modern technology application for the beneficiaries to follow, and/or have solutions alternative to those used before been suggested? (What tools?)*

e.g. PCM, auditing), were viewed as new and alternative.

Breaking stereotypes, but also understanding paradigms of development and making use of development mechanisms, needs long years of systematic, tedious work by many 'actors' at different levels of management. So in the case of the analyzed projects, one can talk only about initiating changes, making first steps on the way to breaking stereotypes and prejudices affecting development. As regards breaking stereotypes, the first border line is for the actors of change to switch from passivity to activity (empowerment of citizens and local communities). The second border line is connected with the ability to spot development opportunities in one's own surroundings. The third border line, relating to cognitive changes, is about using modern tools to manage development processes.

*Have the projects contributed to breaking stereotypes and prejudices affecting development? (In what way?/ Which projects?)*

According to the surveyed stakeholders, the projects have helped create the image of Poland as a modern and open country. In our view, the projects that particularly deserve to be supported in the future concern media contacts and cooperation (including social networking services), and actions which directly involve members of local communities.

*Which project activities have strengthened Poland's image as a donor of development aid most? (Why?)*

## SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The projects have been consistent with the assumptions of public programs, and the legal framework applicable in the territory of Ukraine</li><li>• Thanks to their relatively large scale, Polish development aid projects have been an important complement of initiatives carried out by other donors</li><li>• After completion of the projects, their effects have been used in the fields of social dialogue, auditing, implementation of strategies/development plans, applications for external funds</li><li>• High effectiveness of projects both in quantitative and qualitative terms</li><li>• In the opinion of the surveyed beneficiaries, the projects have contributed to creating the image of Poland as a modern and open country</li></ul>	<ul style="list-style-type: none"><li>• A short time horizon (projects lasting several months) has made it difficult to introduce new solutions, and reduced the effects of the projects</li><li>• Lack of uniform monitoring system (key list of indicators to be used by applicants)</li><li>• Lack of databases with contact details of project participants has made it impossible to verify the effects on a wider scale</li><li>• Applicants' poor understanding of human rights and equal opportunities issues</li><li>• Lack of strategic concentration of support (projects have been fragmented, they concerned different subjects, and were implemented throughout the country)</li><li>• Excessive targeting of employees of the Ministry of Foreign Affairs on procedural and accounting issues (at the expense of the strategic dimension of projects)</li><li>• Lack of coordination of activities with other donors</li></ul>
Opportunities	Threats
<ul style="list-style-type: none"><li>• Ensuring that appropriate representatives of the Ukrainian</li></ul>	<ul style="list-style-type: none"><li>• Frequent changes of personnel in public institutions have been a</li></ul>



administration participate in the project has increased the chances of its success

- The Ukrainian public has seen Poland as a modern country. For this reason, Ukrainian citizens have been more willing to learn from Polish experiences, and become inspired by them, believing that they could take a similar path of development and change in their country
- What will enable additional synergy effects is the introduction of the program, rather than the philosophy behind the implementation of the Polish development aid activities (focusing on such dimensions as territory, subject and theme, and ensuring complementarity with other donors)

serious difficulty for the implementation of projects in Ukraine

- Large communication restrictions have hindered the realization of projects. Smaller local government units (villages, small towns) have often lacked access to the Internet, which has made it difficult to communicate (in some offices there is even no fax)
- Some Ukrainian residents have had a negative attitude to Polish people due to historical reasons

### 3.3 RECOMMENDATIONS

If a grant donor wants the implemented projects to result in new systemic solutions, it seems essential to shift from annual budget planning to multiannual projects. It is especially important in the case of soft projects, which now take about 6-8 months to implement. The projects implemented this way are unlikely to produce substantial changes. Multiannual projects for a long time are being practised financed by both European and national funds (e.g. the Leader Programme addressed to young scientists and conducted by the National Research and Development Centre –NRDC).

To make sure applicants understand the problem of human rights, and consequently include human rights in development cooperation, we suggest that the MFA should elaborate a handbook. This publication would precisely define the MFA's requirements regarding direct and indirect activities which are supposed to be included in projects. Apart from human rights guidelines for stakeholders, it is also advisable to provide tips on particular project solutions, which would promote equal opportunities. A good example is the catalogue of practices, which is a part of a handbook for stakeholders of the Batory Foundation's Citizens for Democracy programme (<http://www.ngofund.org.pl/>). After publishing the handbook, it is worth organizing a series of trainings which would familiarize potential applicants with the subject.

The responsibilities of applicants should include collecting necessary information, which later need to be transferred to the MFA (for monitoring and evaluating projects), particularly e-mail and telephone contacts to participants. We suggest that the MFA should work out a simple system of generating personal data. Applicants would collect the data of projects' participants in a uniform format. Simultaneously, while performing activities, participants of the projects would sign declarations of participation, consenting to the processing of their personal data. This would allow applicants to authenticate information regarding the outcomes (a number of participants) on the one hand, and enable evaluators to reach all projects' participants on the other hand.

#### **Additional conclusions and recommendations from the research process**

The key conclusions and recommendations resulting directly from the report have been presented in Chapter 2 (pp. 6-13).

Below we present additional conclusions and recommendations. They should be regarded as expert conclusions and recommendations. They stem from both research work and discussions among experts (members of the research team possess longstanding experience in managing development policy and building the potential of public administration). In view of the layout of the report, which has been adjusted to the needs of the commissioner (limited to answers to ToR questions), we do not refer in these conclusions and recommendations to the content of the report<sup>3</sup>. The conclusions and recommendations which are found below are not of ultimate character. They should be regarded as a starting point for a strategic discussion in the Ministry. It should be noted that they were inspired by the analysis of only 12 projects, rather than an analysis of all actions undertaken in Ukraine.

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<sup>3</sup> The basis for formulating these conclusions was the whole research process, rather than only the findings presented in Chapter 4.

We have grouped the conclusions and recommendations as follows:

- Conclusions and recommendations concerning the Ministry of Foreign Affairs (marking those strategic ones, which should be considered while working out a future Multiannual Development Cooperation Programme and those of technical character)
- Conclusions and recommendations for future project donors of Polish development aid in Ukraine.

**Conclusions and recommendations for the Ministry of Foreign Affairs which should be taken into consideration while working out a future Multiannual Development Cooperation Programme**

Recommendations	Number of research question that the conclusion corresponds to
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At the present moment, projects being implemented under Polish development aid are dispersed in terms of territory, entities and subjects. Despite bringing the anticipated effects, which is proved by some research, they do not cause the synergy effect (apart from the cases of complementarity resulting from the implementation of some projects by the same applicant). The fact that projects are dispersed makes it impossible to achieve the economy of scale in terms of support, which would enable changes in the region or in the country (according to the research, changes do take place but only at a local level). Moreover, these weaknesses are exacerbated by the fact that the implemented projects are of relatively small value and mostly run for no longer than several months. Given the necessity to increase the scale of development aid (the gradual fulfilling of Poland’s international obligations), it is recommended that a programme-oriented approach, instead of a project-oriented approach, be adopted with reference to Polish development aid interventions. If such a decision is taken, it is necessary to:

**Overall conclusions**

**1. In the territory-oriented aspect** – to concentrate on selected “target areas” of Ukraine (this selection may vary: the areas where **the most projects have been implemented so far** (leading to the economy of scale), **the areas located as close to the Polish border as possible** (maximizing chances for social and economic benefits resulting from neighbourhood), or **large cities** (where intellectual capital of Ukraine is concentrated); **other solutions** are also possible.

**2. In the entity-oriented aspect** - to point to one or two categories of beneficiaries (e.g. **central administration** (a chance for maximizing systemic changes, but officials of the MFA and other ministries need to show more commitment depending on the stakeholder), e.g. **local**

**government administration** of Ukraine (a possibility of introducing systemic changes by using the potential of Polish applicants – JST), e.g. **the sector of non-governmental organizations in Ukraine** (making best use of the potential of Polish applicants in the field of civil society development, social dialogue etc., assuming that changes will be local in the short term, whereas systemic changes are possible only in the long term), **etc.**

**In the subject-oriented aspect** – by narrowing down the problem scope of intervention (e.g. concentration on **systemic solutions aimed at managing development policy** in Ukraine (a chance for maximizing development effects, making use of the potential of Polish transformation and experience in meeting the cohesion policy requirements), **concentration on building a civil society** (thanks to a wide variety of actions a large number of recipients can be reached; it is an effective tool of promoting Poland among Ukrainian citizens), **concentration on selected branch- and sector-oriented aspects included in the scope of tasks of the Ukrainian local government** (when taking such actions it is advisable to take into consideration their impact on Poland’s image as a donor).

As best European practices show<sup>4</sup>, concentrating on specific areas is highly recommended. The very narrow and limited scope of this research (12 projects) does not provide the ultimate evidence as to which selection should be made in particular. Moreover, according to best practices, the selection is too a large extent of a political character. Thus decisions should be made following discussions with various parties who are interested in a future Multiannual Development Cooperation Programme. Diplomatic posts in a given region should actively participate in setting priorities and anticipated outcomes of the support, and examine the needs and conditions, including the scale and scope of activities by other donors.

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<sup>4</sup> Compare e.g. *Outcome Indicators and Targets - Towards a Performance Oriented EU Cohesion Policy*, by Fabrizio Barca and Philip McCann.

**Conclusions and recommendations on implementation which the Ministry of Foreign Affairs may include both in the present and future Multiannual Development Cooperation Programme**

Recommendations	Number of research question that the conclusion corresponds to
<p>1 It is recommended that the <b>Ministry show greater openness and flexibility in changing the projects</b> (e.g. up to a certain value budget changes should not need an official MFA consent). When cooperating with applicants, the Ministry's experts in this field should focus less on book-keeping and procedures, and engage more in the substantive analysis of the projects, which should be more result-oriented<sup>5</sup>. In this <b>respect, it is recommended that a detailed analysis be carried out of the procedures and application</b> of the programme <i>Citizens for Democracy</i> (<a href="http://www.ngofund.org.pl/">http://www.ngofund.org.pl/</a>), a scheme that targets non-governmental organizations and is implemented by <b>the Batory Foundation</b>. In the course of the research it was this system of providing grants that was identified as an example of good practices.</p>	
<p>2 <b>As regards the launching of multiannual projects</b> (recommendation p.12), consideration should be given to organizing an <b>open call for proposals in the first half of the year</b>. It would allow non-governmental organizations to prepare project application forms in a more reliable way. It is also recommended that the deadline for sending in project amendments be extended.</p>	<p>Question 3.2.1 (2) Overall conclusions</p>
<p>3 <b>During information meetings for applicants</b> the Ministry should concentrate on giving potential stakeholders additional information and practical interpretations of official provisions included in the guidelines regarding the <b>call for proposals</b>.</p>	
<p>4 <b>It is recommended that the scope of internal MFA procedures be refined and broadened</b>, in particular the handling of projects which were negatively assessed.</p>	
<p>5 It is highly recommended <b>that Polish diplomatic posts be informed about all Polish development aid projects implemented within a given area</b> and that all necessary help be requested. A short account of the implemented projects and the institutions in charge of the projects should be published</p>	

<sup>5</sup> Greater engagement of the Ministry's officials in the merits of projects was suggested by the surveyed applicants

on the website of the Embassy of the Republic of Poland in Ukraine.

- 6 **The undertaken actions could be better promoted** if institutions implementing the projects were obligated to cooperate more effectively with the media, including social networking sites.
- 7 The actual evaluation research focused on 12 projects. It is advisable **to extend this research** (taking into consideration its findings) **to cover all the projects implemented in the past several years on the territory of Ukraine.**
- 8 It is advisable to add the box 'Brief description of the project concept' (2200-2500 characters) to the application form, which will enable evaluators of to understand the application form comprehensively before assessing its particular elements.
- 9 A useful promotional material and an interesting inspiration for potential beneficiary could be a catalogue of good practices, which should be worked out (presenting the most interesting projects implemented under Polish development aid).
- 10 We also recommend enabling more than one partner on the Polish side to implement projects. In the case of Polish development aid, it is worth considering mechanisms for encouraging the implementation of extensive projects that are more oriented towards systemic changes and draw on the potential of a larger number of Polish partners.

**Conclusions and recommendations for future project donors to be taken into consideration when working out the application form:**

Recommendations	Number of research question that the conclusion corresponds to
1. When planning and implementing activities, it is necessary to be aware of the fact that Poland and Ukraine have common history, roots and traditions. By making frequent references to this, it will be easier to transfer Polish experiences. Ukrainian citizens believe that if Poland successfully went through the great transformation and put the reforms in practice, their country is also in a position to achieve this. Besides, presenting best practices from countries which are in a situation similar to Ukraine (e.g. Moldova or Georgia) has made the	<b>Overall conclusions</b>

transfer of new ideas easier.

2. In general, projects which had specific objectives and were aimed at providing practical skills have achieved better effects.

3. Actions designed to enhance the institutional potential (study visits/trainings) should include practical tasks which will enable participants to immediately apply theory to practice (e.g. participants of a study visit are obliged to work out a particular, real document/application form which they will use after coming back home). Learning by practical actions turned out to be the most effective method. Moreover, practical actions encourage participants to continue working towards changing a local community.

4. Materials for participants of trainings should be worked out thoroughly, and include further instructions and information, rather than only presenting the person who runs the training. The participants often return to these materials when they have to solve a particular problem.

5. In order to ensure a more effective exchange of experiences between the Polish and Ukrainian sides, it is recommended that study visits be organized, including trips from Poland to Ukraine for representatives of institutions (they could be aimed at agreeing details of actions that will be undertaken as part of the project; they also allow to find tools that are better suited to the specific situation in Ukraine). This is especially important in the case of actions that are locally targeted. In order to achieve better results, it is advisable to try and combine these visits with other events which are held at the same time (fairs, conferences...).

6. Study visits have been an effective tool of building potential. However, it should be noted that recruiting participants of a study visit may prove difficult (as was the case with some projects). Here are the factors which contributed to it:

a.) For the majority of stakeholders it was the first trip abroad. They usually did not have documents necessary for travelling to foreign countries. Having the documents issued takes a long time.

b.) Some participants of study visits represented central administration units and to go abroad they needed a consent of appropriate ministries. In some cases the waiting time for such permission was quite considerable.

c.) Study visits to Poland usually fell in the summer months, and thus coincided with the most intensive farm works as well as the high tourist season. This in turn made it more difficult for some Ukrainian participants to come to Poland.

7. Working in a team to find a solution to a particular problem is an effective educational method. The results, which are a sum of joint efforts, are an excellent inspiration.

8. It is extremely important to arrange actions in the right order. For example, by conducting trainings first and then organizing a study visit, the most active and promising persons can be selected from among the trainees.

9. Acting locally, applicants and partners could have difficulty finding the leaders of local communities. This role is usually fulfilled by the head of an office, a vicar or a school headmaster.

10. If possible, at the earliest possible stage of the project implementation it is necessary to ensure the participation in trainings of authorities which are appropriate in view of the project objective (invitations for taking part in trainings, conferences, workshops).

11. To ensure active participation and sustainable effects it is recommended that participants/local communities be selected in open competitions.

12. When planning support, especially at the local level, it should be remembered that the Internet is usually accessible in regional centres. However, in smaller local government units (villages, small towns) there is no access to the Internet, which makes communication much more difficult (some offices even lack a fax machine).

13. In order to sum up project implementation and ensure a reliable account of the main achievements and outcomes, and to draw conclusions, it is advisable to organize meetings (e.g. conferences) summing up the project. They could also serve to identify further joint ventures.

14. Promotion and appropriate information are crucial in each project. In order to ensure that the project is more recognizable, it is recommended that a social media website be set up concerning the project (e.g. a Facebook account which generates no extra costs) and the project implementation be publicized in the media. The website should include in particular information on project outcomes and examples of good practices.



## 4 GLOBAL EDUCATION

### 4.1 INTRODUCTION

#### RESEARCH OBJECTIVES

According to the Terms of Reference, the study had the following objectives: “to determine the role that selected activities have played in broadening the economic and social potential of partner countries” and “to define factors affecting the implementation of Polish projects”. In other words, we wanted to learn real effects of the projects, i.e. positive changes which the projects have brought about, and to identify factors that have influenced the final result.

The study has been used to formulate results and recommendations for annual and long-term programming process of the Polish aid.

#### RESEARCH QUESTIONS

##### RELEVANCE (EVALUATION CRITERIA)

- Have the undertaken project activities been complementary to the activities/plans of the stakeholders ? (In what aspects/To what extent?)
- Have the proposed projects been adequate to the needs of beneficiaries (technically suitable, taking into consideration available resources, including infrastructure and human resources)?
- Have the Polish interventions been coherent with actions supported by other donors?

##### SUSTAINABILITY (EVALUATION CRITERIA)

- Have the completed projects enhanced existing systemic solutions, or have they helped work out new solutions? (In what way?)
- Do the beneficiaries use and develop the results and achievements of the projects? (In what way?)
- Has the multiplier effect (broadening the transferred experience) occurred? (What has it involved?)

##### EFFICIENCY (EVALUATION CRITERIA)

- Have applicants or stakeholders undertaken additional activities to effectively use resources in the course of or after the completion of the projects (what activities?)
- Do the beneficiaries and project donors believe that a different type of intervention might have helped solve the same problem at a lower cost and without impairing the outcomes?

##### EFFECTIVENESS (EVALUATION CRITERIA)

- Have the objectives and tasks (medium-term and long-term) defined in the projects been accomplished and carried out? (To what extent?)
- Have the interventions contributed to developing potential and strengthening partner institutions/organizations? (To what extent?)
- Have the undertaken actions helped change attitudes or behaviours of the beneficiaries? (To what extent?)
- The influence of the projects on respecting human rights

#### USEFULNESS (EVALUATION CRITERIA)

- Have the undertaken actions addressed properly identified needs?
- Have the tools used by the projects set an example of modern technology application for the beneficiaries to follow, and/or have solutions alternative to those used before been suggested? (What tools?)
- Have the projects contributed to breaking stereotypes and prejudices affecting development? (In what way?/ Which projects?)
- Which project activities have strengthened Poland's image as a donor of development aid most? (Why?)

#### **RESEARCH STEPS**

Research steps described below have provided a structure to case studies concerning global education projects.

##### **1. General objective and detailed objectives of the project**

The general objective and the detailed objectives of projects in the field of global education resulted from the analysis of the project documentation.

##### **2. "DIAGNOSIS" of the criteria which relate to the accurate selection of activities of the institutions that implement projects, the proper diagnosis of needs of appropriately selected project participants...**

###### **The proper selection and recruitment of participants**

The objective of this package was to verify the process of selecting and recruiting teachers/students/academics, and assess the relevance of their choice in terms of further education/launching global education programmes in kindergartens, primary schools, secondary schools and universities.

Firstly, we described in brief the recruitment process itself, secondly, we gave information about participants - what they had taught in schools, which schools they had been recruited from, and where they had come from (big cities, small towns, villages). If we had been dealing with animators and multipliers, we would have paid attention to their training experience.

The final issue we verified in this block was whether they continued to deal with global education in their professional life, and whether they continued to pass their knowledge on to others after the completion of a project.

**Tools.** Our description of the selection and recruitment process is based on an interview with a coordinator. We collected the information on participants from applications and enclosures to reports. The effectiveness and permanence of the effects were verified by interviews (individual (IDI) and telephone ones) and the CAWI survey.

### **Choosing methods of popularizing global education**

The aim of this part was to assess whether the scope of and the way of carrying out educational and training activities (including materials) under the projects were tailored to the needs of participants.

**Tools.** These issues were reviewed in the following way:

- Firstly, on the basis of an interview with the project coordinator we defined in what way the methods of popularizing and promoting global education had been chosen in a project. We examined whether this issue had been consulted with potential participants, and whether similar solutions had already been used in different projects.
- Secondly, we examined the facts, on the basis of the results of interviews with trainers, animators, participants, and on the basis of trainings/seminars questionnaires we paid attention to questions about the relevance of trainings and quality of materials – whether teaching methods had been consistent with the curriculum.

### **3. “ACTION” IF we form, educate and encourage teachers to introduce issues of global education, taking into account:**

#### **the quality and scope of educational and popularization methods concerning global education**

Evaluation of the tools covered: training, seminars, educational materials (including presentations and lesson plans), manuals, publications and websites (a compendium of knowledge). The aim of the methods was to change the thinking about global education, so the key issue was to raise participants’ awareness of the fact that global education did exist and could be taught in an interesting way.

- Evaluation of the **training/seminars quality** was based on the results of surveys of trainings/seminars assessment, opinions of participants (CATI, IDI), or the results of CAWI and final reports,
- Evaluation of the **quality of teaching materials** was based on the results of surveys of trainings/seminars assessment, opinions of participants (CATI, IDI), or the results of CAWI and final reports,
- Evaluation of the **quality of textbooks and publications** was based on the opinions of potential users, publication reviews, opinions expressed on the internet (e.g. blogs), citations/use of web-based materials (using the devonagent pro program). The quality of scientific and academic publications was evaluated by verifying the number of citations and final reports,

- Evaluation of the **quality of websites** was based on checking-list questions (Attachment 2 to the report), the number of websites' visits, and the number of materials and final reports downloads.

#### **Favourable surroundings (closer and more distant)**

The purpose of this part was to identify key factors that may have influenced the launch of an expected change mechanism among the recipients - a change in thinking, and consequently in action. Closer environment included the participants' own beliefs, the willingness of schools to change the program/take new initiatives, the attitude of school head teachers and parents. More distant environment included such factors as incorporating global education into legal regulations/requirements, activities carried out in the country by the Ministry of Education and the Centre for Education Development, and the attitudes of the media and the local community. These questions could be answered during interviews with project participants.

#### **4. "RESULT" We will increase the knowledge and help change the thinking and acting of school staff in the field of global education by creating a group of teachers who are capable of introducing changes in their regions:**

The objective of this part of the research was to answer whether the projects carried out have improved competences (knowledge and skills) of the participants, and changed the way they think. At the same time, we tried to find out whether the leaders had been properly equipped with teaching materials, definite solutions and skills of putting them into practice by: 1) preparing and conducting global education classes in schools, 2) taking initiatives in the field of global education, 3) conducting research in the field of global education.

**Tools.** In order to answer the above questions, it was necessary to use many research tools, including in particular: a survey of final reports with enclosures, interviews with representatives of the institutions and a project coordinator, telephone interviews with participants of the projects (trainers and animators, teachers, students), analyses of the findings of the CAWI surveys conducted among participants of the projects.

#### **5. AND THANKS TO THE ABOVE project participants will take initiatives to disseminate knowledge about global education in the education system (after project completion)**

We assumed that as a result of the projects the participants would act in a different way, which would be reflected in the initiatives undertaken by them (behavioural change). New initiatives may have included the modification or introduction of new lesson plans in the curriculum, the organization of meetings, the initiation of special interests groups, and the organization of global education events. The undertaken initiatives could have brought about favourable changes in closer surroundings (school) and undertaken initiatives may be conducive to changes in the proximal (same school), which in turn may have brought about a structural change in the education system (more distant surroundings).

**Tools.** In order to answer the above questions, it was necessary to use a wide range of research tools, including: a survey of final reports with enclosures, interviews with representatives of the institutions and project coordinators, telephone interviews with participants of the project (trainers, animators,

teachers, students), and analyses of the findings of the CAWI surveys conducted among participants of the projects.

## RECOMMENDATIONS

The last part of the case study was meant to help identify interesting solutions which could increase the effectiveness and permanence of development aid in global education projects to be carried out in future competitions.

**Tools.** We tried to find an inspiration for new solutions by talking to representatives of applicants, coordinators, trainers and project participants. An interesting additional source was also the evaluation studies that had been carried out on selected projects.

## METHODOLOGY OUTLINE

To carry out this research we have adopted the **bottom-up approach**, which means that both secondary and primary data were gathered, analyzed and assessed with respect to the projects covered by case studies. At the final stage, the research findings were aggregated and presented in the final report. Additionally, the researcher supplemented the data with:

- information gathered during a global education panel which nine experts (regional coordinators for global education) have participated in,
- review of applications, reports with attachments, web pages, products resulting from the realization of the projects,
- analysis of the documentation regarding development cooperation programmes in the years 2010-2012, competition documentation and Multiannual Development Cooperation Programme 2012-2015,
- interviews with representatives of the home institution of applicants and project coordinators (n=16),
- interviews with participants of the projects, trainers (animators, authors of publications) including individual interviews (n=21) and telephone interviews (n=75),
- analysis of media coverage of the realized projects,
- analysis of qualitative data,
- research forum (bulletin board) with 7 representatives of the working group for global education (as well as with a representative of the organization “Grupa Zagranica”),
- benchmarking between projects,
- the SWOT/TOWS analysis.

## METHODOLOGY IN DETAIL

Project	Suggested Methodology
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<p><b>Why to help strangers? Ethical aspects of global justice</b></p>	<p>FIELD STUDIES:          IDI – coordinator of the project, in-depth telephone interviews with conference participants and recipients of the projects materials          PRODUCT EVALUATION:          evaluation of publications developed within the project, identification of research developed on the basis of the conference</p>
<p><b>Socio-economic problems of Central Asia and South Caucasus as part of the education of students and young people</b></p>	<p>FIELD STUDIES:          IDI – coordinator of the project, in-depth telephone interviews with students - educators trained under the project, in-depth telephone interview with headmasters from Poznań, where the workshops were organized.          PRODUCT EVALUATION:          evaluation of training materials on development education prepared under the project, evaluation of the durability of the used materials</p>
<p><b>Cultural conditions for development in Asia and Africa</b></p>	<p>FIELD STUDIES:          IDI – coordinator of the project, in-depth telephone interviews with authors of the publications.          PRODUCT EVALUATION:          evaluation of developed publication, citation analysis (including the number of downloads from the website)</p>
<p><b>I know, I understand, I work - development education in Polish schools, second year</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with trainers and teachers - multipliers, CAWI with teachers - participants of e-learning trainings          PRODUCT EVALUATION:          evaluation of available education materials (lesson plans and workshops for teachers, texts on development education).</p>
<p><b>Is Africa a country? A handbook not only for geography and history teachers</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, in-depth telephone interviews with teachers who sent in lesson plans          PRODUCT EVALUATION:          evaluation of selected outlines, evaluation of the quality and functionality of a newly created web application</p>
<p><b>Globally-responsibly. Educational activities for teachers and youth</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with teachers, and a participant of workshops realized under the project          PRODUCT EVALUATION:          evaluation of teaching materials on development education available for teachers and youth.</p>

<p><b>We need our land! Creating educational tools on the impact the access to land has on food sovereignty and development opportunities in the countries of the South, and disseminating such tools among teachers, lecturers and non-governmental organizations in Poland</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project or a person engaged in development education, in-depth telephone interviews with multipliers (teachers, lecturers) trained under the project, CAWI with persons/institutions from the distribution list of global education materials.          PRODUCT EVALUATION:          Evaluation of a set of materials for conducting development education workshops, lesson plans and workshops.</p>
<p><b>“Fun and Games of Africa” as a tool of intercultural dialogue in early childhood education</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project or a person engaged in development education, in-depth telephone interviews with trainers conducting workshops, authors of publications and materials, students that participated in the workshops, CAWI with persons/institutions from the textbook distribution list.          PRODUCT EVALUATION:          evaluation of prepared and available educational materials for workshops and publications on the intercultural subject.</p>
<p><b>Global education with style</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with trainers conducting workshops and teachers - e-coaching participants, CAWI with persons/institutions from the distribution list of materials.          PRODUCT EVALUATION:          evaluation of global education publications and the content of the modules and e-course auxiliary materials.</p>
<p><b>Global education in school educational projects</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, regional coordinator, in-depth telephone interviews with regional coordinators, teachers from different schools, participants of e-learning trainings, CAWI with teachers - participants of trainings at regional level and e-learning trainings.          PRODUCT EVALUATION:          evaluation of training materials prepared for the regional and e-learning trainings.</p>

<p><b>Global education in school educational projects - continuation</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with regional coordinators, headmasters, teachers - participants of trainings          PRODUCT EVALUATION:          evaluation of training materials prepared for the training of teachers and headmasters, "Layette", educational website.</p>
<p><b>Local Global Education</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, Warsaw-based animator of global education, in-depth telephone interviews with animators coming from different cities.          PRODUCT EVALUATION:          evaluation of available materials, lesson plans, multimedia and presentations created by young people participating in the project.</p>
<p><b>A little man in the big world. School Guide to global and development education</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, teachers from Warsaw undertaking local initiatives as a result of participation in the project, in-depth telephone interviews with teachers from different cities.          PRODUCT EVALUATION:          evaluation of available materials: textbook, methodological materials, website.</p>
<p><b>Global education in kindergarten and early school education</b></p>	<p>FIELD STUDIES:          IDI - coordinator of the project, manager of the institution implementing the project, teachers from Warsaw undertaking local initiatives as a result of participation in the project , in-depth interviews with teachers taking part in 6-hour trainings.          PRODUCT EVALUATION:          evaluation of the educational package with scenarios of classes.</p>



<p><b>Academic Training Cycle: Sustainable development - global challenges</b></p>	<p>FIELD STUDIES: IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with graduates of the Academic Cycle of Lectures PRODUCT EVALUATION: evaluation of available educational materials: book publication, training materials for workshops, website.</p>
<p><b>Global education of children is changing our world</b></p>	<p>FIELD STUDIES: IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with teachers who took part in the trainings. PRODUCT EVALUATION: evaluation of available educational materials: handbook of global education for teachers</p>
<p><b>Globally-responsibly. Educational activities for teachers and youth – 2<sup>nd</sup> edition</b></p>	<p>FIELD STUDIES: IDI - coordinator of the project, manager of the institution implementing the project, in-depth telephone interviews with teachers who took part in the trainings at advanced and non-advanced levels. PRODUCT EVALUATION: evaluation of available educational materials: publication of educational materials on human rights, website.</p>

## 4.2 KEY FINDINGS

### KEY FINDINGS OF THE STUDY

### KEY RESEARCH QUESTIONS

#### RELEVANCE

The examined global education projects have been consistent with and complementary to the activities and needs of beneficiaries (teachers, students, academics). They have met the need to take account of global education in school and preschool education. They have enriched university offer with global and development themes giving the students and lecturers practical knowledge about development aid and career prospects in the fields of global education and development aid.

The only thing that raises some doubts is the fact that most of the projects have been addressed to teachers of secondary schools. Primary school teachers have felt somewhat left out in terms of global education themes.

The proposed activities have been adequate to the situation of beneficiaries. They have rightly assumed that beneficiaries know relatively little and are ill-equipped both with tools and chances of pursuing global education in kindergartens, schools or universities. Most projects have correctly assumed that the topic of global education is so underrepresented in educational institutions that any free assistance to them would be adequate to their situation.

Global education projects implemented under Poland's development cooperation have been consistent with international activities, and to a large extent consistent with and complementary to the activities supported by domestic entities. The funds of the Ministry of Foreign Affairs have been a major source of financing for global education measures in Poland. While some aspects, such as the growing number of global education activities, a wide range of topics and the fact that different target groups become engaged in various projects, should be assessed positively, this process requires more in-depth and systematic cooperation between the Ministry of Foreign Affairs and the Ministry of National Education. A good idea would be for the Ministry of National Education, with support from the Ministry of Foreign Affairs, to initiate and coordinate system projects in the field of global education. Projects could be financed by the ESF.

*Have the undertaken project activities been complementary to the activities/plans of the stakeholders ? (In what aspects/To what extent?)*

*Have the proposed projects been adequate to the needs of beneficiaries (technically suitable, taking into consideration available resources, including infrastructure and human resources)?*

*Have the Polish interventions been coherent with actions supported by other donors?*

## SUSTAINABILITY

The analyzed projects have supported the process of a systemic change, which involves the dissemination of global education issues in Polish education. As a result, projects have provided practical and useful knowledge, which could be used in practice in schools. The teachers had a feeling of finally being offered specific knowledge and a tool, rather than only being required to pursue global education, as in teachers' opinion the Ministry of National Education often did (the Ministry of National Education imposes requirements, but gives no tools).

The realized activities have served as an inspiration and a source of motivation to use the acquired knowledge in educational practice. However, the projects have not resulted in a structural change of the education system. It has remained largely up to individual teachers to introduce aspects of global education into curriculum.

The use of results and project achievements could be shown in relation to 12 projects, although the scale and quality of evidence have been diverse. Lack of mechanisms to ensure more regular contacts with trained teachers (e.g. incomplete contact lists of participants) has hindered a reliable impact assessment of some projects.

In the analyzed projects, we can distinguish four main paths of broadening the transferred experience (multiplication). They include: 1) introducing the theme of global education to class schedule, 2) disseminating acquired knowledge among other educators/teachers, 3) implementing various bottom-up initiatives and 4) involving institutions with high potential to reach new recipients.

## EFFICIENCY

No significant set of such activities has been identified. But one cannot expect that, given the ambitious assumptions of global education projects, entities that carry out the projects and grapple with limited financial resources will be looking for additional activities, especially as the Programme implementation system does not offer any incentives to engage in this type of activities. Individual activities have not been of key nature, neither have they been associated with projects' critical path, nor have they been a result of significant changes in the external environment or the situation of beneficiaries. One also cannot conclude that these activities have significantly affected the effectiveness of projects.

*Have the completed projects supported the existing systemic solutions, or have they helped work out new solutions? (In what way?)*

*Do the beneficiaries use and develop the results and achievements of the projects? (In what way?)*

*Has the multiplier effect (broadening the transferred experience) occurred? (What has it involved?)*

*Have applicants or stakeholders undertaken additional activities to effectively use resources in the course of or after the completion of the projects? (what activities?)*

Assessing the projects' effectiveness is impossible due to the lack of a uniform system of indicators for monitoring Polish development aid projects, a large variety of projects, the lack of reference to objective comparisons, and the way the research question itself is constructed.

In view of the above limitations, we have based our assessment of the effectiveness of tools on applicants' reflections, which were concerned with: 1) creating a more precise mechanism of multiplication among teachers and educators, 2) creating mechanisms for using the acquired knowledge in practice, and 3) reflections that have more widely assumed connecting knowledge about global relationships with processes that occur in the surrounding world.

*Do the beneficiaries and project donors believe that a different type of intervention might have helped solve the same problem at a lower cost and without impairing the outcomes?*

Human rights topics can be found in the majority of projects realized in Poland that have been a subject of this evaluation study (in 12 out of 17 projects). What has been different, however, was the scale of bringing this subject matter up and the way of relating to it, i.e. directly or indirectly. We can distinguish two approaches in the projects:

- Direct relation to the subject of human rights;
- Indirect relation to the subject of human rights by focusing on counteracting stereotypes and prejudices about the countries of the Global South.

*Impact of the projects on respecting human rights*

## **EFFECTIVENESS**

Both qualitative and quantitative analyses indicate that most of the pursued goals have been achieved. The most frequent record was to raise the target group's knowledge of the global education and the ways it is shared. Another often appearing objective was to permanently introduce global education issues into wider circulation, i.e. curricula or academic debates.

Although most of the objectives have been achieved, some have been difficult to realize or there have been problems with a reliable assessment of the degree to which the objectives were attained. The main reasons for this may include: 1) the adoption of incorrect logic proceedings in certain projects, which decreased the durability of their effects, 2) a low quality of educational materials in some projects, 3) the lack of a mechanism for examining the impact of available publications on recipients.

*Have the objectives and the tasks (medium-term and long-term) defined in the projects been achieved and carried out? (To what extent?)*

In the study we have observed four main directions of development of potential of the applicants. They include: 1) strengthening of substantive base, 2) broadening resource of materials and educational practices offer, 3) increasing recognition and making new contacts and 4) increasing technical competence.

*Have the interventions contributed to developing the potential and strengthening partner institutions/organizations? (To what extent?)*

The examined projects have improved the skills of beneficiaries in the field of global education, but this effect was unequally distributed depending on the type of knowledge and project. We can distinguish several types of knowledge developed by the participants thanks to the analyzed projects:

- know-about: knowledge about the field of global education as such and what it is concerned with,
- know-what: knowledge about global education phenomena; descriptive knowledge,
- know-how: ability to use knowledge about global education in teaching practice,
- know-who/where: awareness of where to look for knowledge about global education, who to turn to in a case related to global education.

*Have the undertaken actions help change attitudes or behaviour of the beneficiaries? (To what extent?)*

The examined projects have changed the attitudes of participants. This change, however, is clearly visible only in relation to the group of persons covered by direct support. Firstly, there has been no data for a reliable assessment of the cognitive change among students participating in classes conducted by trained multipliers. Secondly, some projects have involved only single interventions in schools, without mechanisms of consolidating the changes. In such a case, the interest aroused among young people quickly fades, usually leaving no permanent marks in the form of changed attitudes or motivation.

### **USEFULNESS**

Applicants have not conducted a separate diagnosis of the situation and the needs of their recipients on the basis of evidence in the form of research reports and other institutions' analyses. However, the applicants have mostly responded to the needs of their beneficiaries by taking activities within their projects. Almost all applicants have selected project topics and methods of popularizing global education based on their own experiences in previous projects. On the one hand, this indicates a relatively high substantive commitment of the applicants, who have correctly recognized the existing demand for global education activities. On the other hand, it seems that in the future it will be worthwhile to make the activities much more useful through emphasis on carrying out a coherent diagnosis of target groups' needs.

*Have the undertaken actions addressed properly identified needs?*

Global education projects increasingly rely on the use of modern technologies; however, it seems that this resource is still not fully exploited. The study has shown that e-learning trainings have been most successful, and it seems that this method may be the way to develop knowledge about global education on a large scale. The use of Facebook to share experience and knowledge among educators plays a similar role. And the use of the Internet and tools such as GoogleBooks for disseminating educational materials is a very accurate response to the high demand for substantive support. The use of modern technologies is particularly important in the context of equal education opportunities and directing offer to schools that are a long distance away from urban centres.

Global education is an attempt at a modern look at education and upbringing in the context of globalization, intensifying contacts among people with different cultural backgrounds, mobility, and a growing need to communicate and coexist felt by representatives of various human civilizations. Therefore, in popularizing global education, all of the analyzed projects have aimed at breaking stereotypes, especially if one considers that stereotypical thinking is still present in Polish schools, as well as in Polish society.

We can distinguish two main perspectives of analysing activities that have contributed most to strengthening the image of Poland as a donor of development cooperation.

From the quantitative point of view, projects that reach the largest possible audience (e.g. trainings, workshops) are most important. What also gives a high potential for strengthening the image of Poland as a donor is a collaboration with the mainstream media. An attractive form, innovations and the ability to interest the media give you the opportunity to reach a much larger audience with the information about Polish aid.

From the qualitative point of view, activities allowing to look at the effects of Polish aid at close range play a key role for strengthening Poland's image as a development cooperation donor. What has a positive impact are meetings with volunteers who have participated in projects in Africa, Asia or the Middle East, and can directly convey the experience of implementation and results of the Polish aid programmes.

*Have the tools used by the projects set an example of modern technology application for the beneficiaries to follow, and/or have solutions alternative to those used before been suggested? (What tools?)*

*Have the projects contributed to breaking stereotypes and prejudices affecting development? (In what way?/ Which projects?)*

*Which project activities have strengthened Poland's image as a donor of development aid most? (Why?)*

## SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• projects have filled the gap between core curriculum on the one side, and the competence and equipment of teachers with teaching and workshop materials on the other side; at the same they have been consistent with the needs of beneficiaries</li> <li>• projects have been based on very practical examples – they have benefited from direct experience of people operating in developing countries</li> <li>• thanks to the implementation of projects by NGOs, teachers and educators came into direct contact with people who are passionate about global issues, which made it easier to encourage teaching staff to introduce elements of global education</li> </ul>	<ul style="list-style-type: none"> <li>• multiplication of knowledge mechanisms have been ineffective, as they were based on too optimistic assumptions; teachers and students themselves will not become ambassadors of global education and multipliers of knowledge by taking part in one or more courses. Mechanisms of multiplication have to adopt a long-term perspective and include an action plan that an educator should pursue in order to multiply gained knowledge (e.g. activities in school with pupils and teachers)</li> <li>• prepared materials have not always corresponded to the core curriculum, but if they are directed at teachers it should be the basic condition</li> <li>• lack of mechanisms to study the usability of recipients</li> <li>• lack of mechanisms to ensure more regular contacts with trained teachers, incomplete contact lists of participants</li> <li>• lack of system monitoring has made it impossible to aggregate achievement indicators of project objectives in a consistent and comparable way</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• online courses and the use of modern technologies have increased the likelihood of teachers' widespread interest in the topic of global education</li> <li>• combination of interesting global education topics using modern technology by, among others, promoting e-learning courses offers a chance to increase ICT skills among teachers, which in turn results in strengthening the impact of global education classes on students</li> <li>• continuing education projects external to the</li> </ul>	<ul style="list-style-type: none"> <li>• threat of multiplication of materials that have been only used once</li> <li>• lack of continuity of activities by individual entities (awarding half-year projects) causes a risk of multiplication of activities that bring little effect</li> <li>• lack of practical implementation by the Ministry of National Education of global education issues in the educational system (e.g. through systemic projects funded by the EU).</li> </ul>

<p>institutions run by professionals (non-governmental activists in close cooperation with experienced teachers) may result in changing the approach to global education among teachers – starting from an attitude of fear and concern, ending with an active interest in the topic.</p>	
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### 4.3 RECOMMENDATIONS

#### Recommendations for the Ministry of Foreign Affairs which should be taken into account while developing a future long-term development cooperation programme

##### a) Changes in the system of selecting projects:

Recommendations	Number of research question that the conclusion corresponds to
<p>To raise the likelihood that sustainable and useful projects are chosen, we suggest introducing the following changes in the way of selecting and assessing projects:</p> <ul style="list-style-type: none"><li>• (1) Particular attention should be paid to projects addressed to teachers of primary schools (e.g. by awarding additional points when assessing projects); even though the form of these teachers' work and the age of pupils are especially conducive to introducing global education aspects, teachers of primary schools feel less important in the context of global education activities. A similar mechanism should be used to reward teachers of pre-school education;</li><li>• (2) We suggest that project selection criteria should include a mechanism that would oblige trained teachers to introduce in their surroundings activities that drew on the knowledge they acquired. <b>Presenting a best practice which is, for example, a solution used in the project „Edukacja globalna z klasą” (“Global education with style”). Within each of 4 training modules teachers are assigned a practical task they need to carry out in their classes; then they report the results to their mentor and talk with other teachers during workshops;</b></li><li>• (3) We suggest that additional rewards should be awarded to ideas about how to popularize the knowledge and skills acquired by teachers of a particular school during trainings. In school environment this would help automatically multiply a truncated form of knowledge gained by one teacher;</li><li>• (4) When staging successive competitions and formulating their project selection criteria, we suggest taking into account a mechanism of collecting feedback from recipients of publications distributed in the project. <b>Presenting a best practice - a solution used in the project „Edukacja globalna z klasą” (“Global education with style”). The project has included a mechanism for</b></li></ul>	<p>Question 3.1.1 (1) Question 3.2.1 (2,3) Question 3.4.1(4) Question 3.5.2 (5)</p>

**distributing publications, whereby an application form would be sent in which a teacher would declare his or her readiness to give at least two classes based on the sent-in materials, as well as his or her agreement to participate in an evaluation study. After some time, the applicant would carry out an evaluation study by sending evaluation questionnaires to publications' recipients.** In the case of textbooks addressed to broader target groups, the applicant could make sending the publication dependent on filling in a short questionnaire that could include information concerning this person's specialty and the purpose of using the publication, for example, to deepen knowledge and/or use it as a teaching material in a specific type of classes. At the end of the project and, for example, a year after its completion, the applicant would be required to send an analysis concerning recipients of a textbook to an Operator of the Programme;

- (5) In competition bylaws it is worth promoting the use in global education projects of all forms of modern technologies, as this resource still needs to be fully tapped into. This particularly applies to e-learning trainings, which attract a growing number of teachers, but also to sharing various forms of electronic materials and publications, as well as tools for exchanging experiences (such as forums, social networks, blogs, etc.).

## **b) Changes in the project coordination system**

<b>Recommendations</b>	<b>Number of research question that the conclusion corresponds to</b>
<p>Imposing on applicants the obligation to collect contact details of direct project participants. These data could be collected for monitoring and evaluation of projects.</p> <p>Applicants would be obliged to prepare a telephone and address database in a uniform format. The required data would include:</p> <ol style="list-style-type: none"><li>1. name and surname of the participant,</li><li>2. position,</li><li>3. specialty,</li><li>4. institution delegating the participant,</li><li>5. city/town where the institution is located, city/town where the participant is employed, studies, etc.,</li><li>6. type of an activity in which he/she participated,</li><li>7. e-mail address,</li><li>8. telephone number.</li></ol> <p>Telephone and address databases could be attached to the final report on a project. They should be in electronic form only (excel). The Ministry of Foreign Affairs could keep such databases on a server.</p> <p>In addition, during project activities the participants could be asked to sign a declaration of participation and an agreement on the processing of personal data. These declarations could be kept by applicants together with project documentation. This would allow applicants to authenticate information on achieved results (number of participants) on the one hand, and enable evaluators to quickly reach all project participant on the other hand.</p> <p>Development of a monitoring system for global education projects. The monitoring system would be based only on a list of basic indicators, to be determined by the Ministry of Foreign Affairs, which could be collected at the level of all projects in a uniform way. The Contractor's suggestions included in this report (chapter on the effectiveness of activities) could be an inspiration for the list of indicators. The final reports would present specific values of such indicators, showing the level of realization of project objectives. As the indicators would be the same for all projects, they could be aggregated and compared at the level of the whole support.</p>	<p><b>Question 3.2.2</b></p>

**c) Measures the Ministry of Foreign Affairs should address to project providers:**

**Recommendations:**

**Number of research question that the conclusion corresponds to**

We suggest that the Ministry of Foreign Affairs draw up “practical advice for applicants.” All pieces of advice have been developed on the basis of best practices observed in the presented study. The recommendation could inspire future project providers, while improving the effectiveness of tools used for education and popularizing global education issues.

Below we list some practical advice:

**Recruitment of multipliers.** If projects assume that the role of knowledge multipliers will be assigned to the participants, particular attention should be paid to the way they are recruited. It is also important that projects should be promoted and supported that have precise rules of recruitment. Effective mechanisms seem to be public announcements, clear selection criteria, a knowledge/skills test and an interview.

**Recruitment of teachers.** If projects adopt a mechanism of knowledge multiplication by teachers within their school duties, then:

- these projects should include a mechanism for encouraging teachers to take specific multiplicative actions within a project. This raises the likelihood that similar actions will be taken in the future;
- these projects should include a more formalized recruitment of participants so that the offer can benefit the teachers who are actually prepared to take the role of global education ambassadors in their communities. It would probably also require greater cooperation between various applicants in terms of access to the broadest possible contact data and a greater promotion of a project;
- it is suggested that support for multiplication and popularization projects should be divided in a stricter way. This division should be followed by the adequate suggestion of indicators defined in applications. In the case of multiplication, these should be indicators that actually show the mechanism of multiplication and the effective transfer of knowledge. In the case of popularization, these should be indicators that reach the broad public, use a variety of

**Overall conclusions**

methods, etc. Some of the examined projects have shown that the multiplication mechanism was understood and indicated as a number of trained teachers, which was far from reality in schools. Burdened with other responsibilities at school, teachers have not treated global education as a priority. Therefore, it cannot be expected that the participation in a single training has radically changed teachers' worldview and made them ambassadors of global education.

#### **Recruitment of schools:**

- the most effective method of reaching educational institutions is through individual contacts and previous cooperation with a given institution,
- to increase the efficiency of recruitment it is suggested that cooperation be strengthened among entities implementing projects in the field of school access.

**Experts.** What produces good results in the process of teaching global education is the participation of experts who have gained experience during their stay in developing countries, or experts from these countries (in the form of meetings with interesting people).

Moreover, we suggest that applicants should organize joint classes for both a group of pupils and teachers, involving people who have by nature a different perception of global education issues than the traditional approach. A good idea would be for teachers from the two countries that are involved in a given event or historical process to give selected history lessons together. Thanks to this experiment pupils and teachers will get familiar with both perspectives at the same time, which will make them aware of different interpretations of the same events. Another example may involve selected geography or social studies lessons with representatives of national and ethnic minorities.

#### **Methods**

- When developing educational materials it is important to ensure a clear connection with the appropriate records of the core curriculum for different subjects and stages of education. Publications should exactly identify which of its parts refer to the records of the core curriculum (and exactly to which records). This is important on two accounts; first, it helps operationalize global education,

second, it makes the point that global education is rooted in existing requirements. Teachers are thus encouraged to include issues of global education in their classes. Finally, this can help to ensure the complementarity of developed educational materials, and to create structured repositories;

- It is worth promoting the idea of open educational resources more widely and publishing this type of materials based on Creative Commons license;
- One should take all necessary actions to promote developed materials - it is not about their graphic design and print form but it is about taking different methods to pass the information to schools;
- It is worth supporting e-learning courses. This method should be accompanied by stationary trainings that will ensure older teachers are not excluded from participation;
- The mechanism for working with students and educating them to become animators of global education is very accurate, but requires long-term work. If the projects have to be realized within a calendar year, students should be prepared in the summer period, so that the animators have four months of work at school. Only long-term actions will enable sustainable changes, both in schools and among students, who must find out if they want to undertake such work;
- Direct meetings with people who know the subject in practice, especially Polish aid volunteers, can contribute to changing recipients' attitudes towards global education. Inviting such people to schools makes global education classes more attractive, as they are conducted by external visitors who draw on their own experience. In addition, this strengthens the image of Poland as a donor of international aid.

### **A horizontal recommendation for the Ministry of National Education**

**Recommendations**

**Number of research  
question that the  
conclusion corresponds  
to**

- Preparation by the Ministry of National Education, with the support of the Ministry of Foreign Affairs, of a large system project which would be a key tool for the implementation of global education in the educational system. The construction of the project could be based on best practices observed in the Polish development aid projects. The project could be financed from European funds under a new perspective (the Knowledge Education and Development Programme, successor to the Human Capital Programme);
- It is worth setting global education as an annual priority of the Ministry of National Education;
- The Ministry of National Education should encourage publishers to include a more explicit depiction of global education issues in school textbooks.

### Question 3.2.1