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Polish aid

Evaluation of Polish development cooperation: Polish Aid Volunteering Programme and global education activities

Final report

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Summary

Global education

Global education projects exert the most significant impact on improving the quality of educational initiatives and increasing the awareness of the general public of global interdependencies. Certain projects also have a direct impact on strengthening the position of global education within the formal education system; it should be noted, however, that even though the current core curriculum does not directly refer to the concept of global education, the content corresponding to its scope may, nonetheless, be woven into classes within individual subjects. Both the lack of a definition of global education in the curricula, as well as the insufficient involvement of the Ministry of Science and Higher Education in the promotion of this idea represent factors on an unfavourable character for broadly understood awareness of the possibilities and benefits resulting from identifying and explaining global dependencies.

Implemented projects contribute both to increasing recipients' awareness of topics related to global education and changing their life attitudes (e.g. in terms of consumer choices, care for the environment, critical thinking), as well as to developing the potential of project promoters and partners, namely, broadening their factual knowledge, establishing cooperation with experts, and gaining experience in collaboration with various groups of recipients.

The multiplication effect is based on the accessibility of didactic materials on the Internet, using, developing and sharing them, delivering global education in subsequent grades (with subsequent classes of students), as well as on the functioning of participants within both formal and informal networks. In the future it is worth supporting projects that create new networks or use existing ones. Furthermore, the majority of the surveyed organisations run GE projects which are not co-financed with Polish Aid funds.

It is long-term measures, especially those implemented as part of formal education – in schools, kindergartens, and lessons, which primarily foster the sustainability, effectiveness and universality of global education. A necessary condition for a wider dissemination of the idea of global education is its inclusion in the core curriculum, which will permanently strengthen its place in the formal education system and encourage teachers to improve their knowledge and competencies necessary to introduce global issues to classroom activities. Informal and non-formal education are also important, yet rather as complementary, action-oriented measures (e.g. events organised as part of the Global Education Week). In turn, adults and the general public should be the target of information campaigns. It is worth emphasising that global education should be delivered on a long-term basis, not *ad hoc*. To this end, modular projects and multi-annual initiatives should be given greater support. The idea of combining volunteering and global education into one project, as one of the types of supported actions, is considered attractive; however, the participation of volunteers in educational measures should, certainly, be well thought out and prepared.

To improve the effectiveness and efficiency of the implementation of global education projects, it is also worth developing an electronic system that will enable the monitoring of the quantitative effects of implemented projects.

Volunteering

The Polish Aid Volunteering Programme represents an important source of funding for Polish non-governmental organisations which carry out volunteering activities in countries of the Global South. Despite the restrictions related to the total amount of funds available under the calls for proposals, which translates into a relatively small number of supported projects, funds available for a single project are sufficient for its comprehensive implementation. A vast majority of volunteering activities is carried out in relation to two thematic priorities of Polish development policy – supporting measures aimed at improving the health condition of the population and increasing the level of education and professional qualifications of the population.

The potential related to the ability to establish relationships by the entity (project promoter or partner), and therefore functioning in cooperation networks, is of great importance for the complementarity and consistency of actions carried out under the Polish Aid Volunteering Programme. The synergy and strengthening of positive effects of Polish development cooperation measures emerge, in particular, where projects supported under the PAV and other development initiatives are implemented.

Crucial elements supporting the effectiveness, usefulness, and image-building effects of actions under the programme include: cooperation with a partner that has an appropriate potential in the place covered by the support, ensuring human resources support supplemented with infrastructure support, continuity of measures, having sources of support complementary to the MFA project, as well as promotional and communication activities. It should also be stressed that a strong point of the Polish programme is the volunteers' great commitment, for whom the trips are associated with internal motivation and the need to bring help and support to the Global South countries.

The image-building effects of the projects are visible locally – especially in places where the support under the Polish Aid Volunteering Programme has been continued over many years, as well as reinforced by projects financed with other tools available within the framework of subsequent MDCPs (Multiannual Development Cooperation Programme). On a supra-local scale, nonetheless, this visibility is limited by the insufficient scale of the Programme, in particular, in countries which are popular destinations for volunteers from other countries of the Global North. In this context, it is various measures taken by Polish diplomatic missions and representative offices of the Republic of Poland that may play a crucial role in further strengthening the image of Poland in countries receiving the support. The most important change for the Polish Aid Volunteering Programme which took place in the period covered by the evaluation was ceasing to support short-term trips. However, the analysis showed that from the perspective of achieving the MDCP objectives, the return to supporting short-term volunteering and the introduction of a “specialist path” by the Ministry of Foreign Affairs seem justified.

The effects of projects under implementation are hardly noticeable, first and foremost due to the very small scale of the Programme. One should bear it in mind that over the last two years, both the number of projects and the number of volunteers, as well as the threshold of funds spent on co-financing trips, sharply decreased due to the limited pool of projects eligible for assistance. In 2018-19, six-eight relatively minor projects were implemented, under which a dozen or so volunteers went on trips. Such a small scale renders it neither possible to create conditions for effective cooperation with host institutions, nor to show that Poland is a country actively involved in development cooperation. To change the situation, the financing of the Programme must increase. It should also be considered whether it is advisable to continue the calls for proposals formula in its current shape. In this context,

other solutions may be worth considering, such as the direct involvement of the MFA in permanent cooperation with selected institutions in host countries and then commissioning already-defined tasks, so as to create the basis for a durable, effective, and useful cooperation within the framework of volunteering.

The conducted study sheds light on the fact that, apart from the low financial value of volunteering support, the key restriction is the schedule of calls for proposals and project implementation, stemming from the rules of financing tasks by means of the special-purpose reserve of the state budget. To fully use the potential of Polish non-governmental organisations, as well as of the group of potential volunteers, it is necessary to create a framework for project planning over several years.

Global education and volunteering are important areas of Polish development cooperation. Although they are supported under separate calls for proposals – "Global Education" and "Polish Aid Volunteering", in this study they were not considered as completely unconnected. The potential of these actions was found to be mutually reinforcing. In particular, it is important to prepare volunteers in the field of global education before they travel to the Global South countries, and to create solutions enabling them to share their experiences after their return.

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List of abbreviations

Abbreviation	Explanation to abbreviation
CAWI	Computer Assisted Web Interview
SDG	Sustainable Development Goals
DDC MFA	Department of Development Cooperation of the Ministry of Foreign Affairs
GE	Global Education
IDI	Individual In-depth Interview
MNE	Ministry of National Education
MSHE	Ministry of Science and Higher Education
MFA	Ministry of Foreign Affairs
NGO	Non-governmental organisation
EDC	Education Development Centre
EaP	Eastern Partnership
RP	Republic of Poland
GEW	Global Education Week

1. Introduction

The present report is based on the study titled “Evaluation of Polish development cooperation: the Polish Aid Volunteering programme and measures in the field of global education”, carried out by ECORYS Polska Sp. z o. o. and commissioned by the Ministry of Foreign Affairs.

The study was aimed at assessing the course, results, and effects of actions in the field of volunteering and global education carried out from 2012 to 2020.

The conducted evaluation, presented conclusions, and implemented recommendations shall serve to:

- improve the effectiveness and efficiency of both implemented and planned initiatives;
- strengthen the image of Poland as a country which is active in measures undertaken for sustainable development in the world and a valuable partner with stable prospects;
- support decision-making processes on issues related to PDC (Polish Development Cooperation);
- increase social acceptance of development actions carried out by the Polish government.

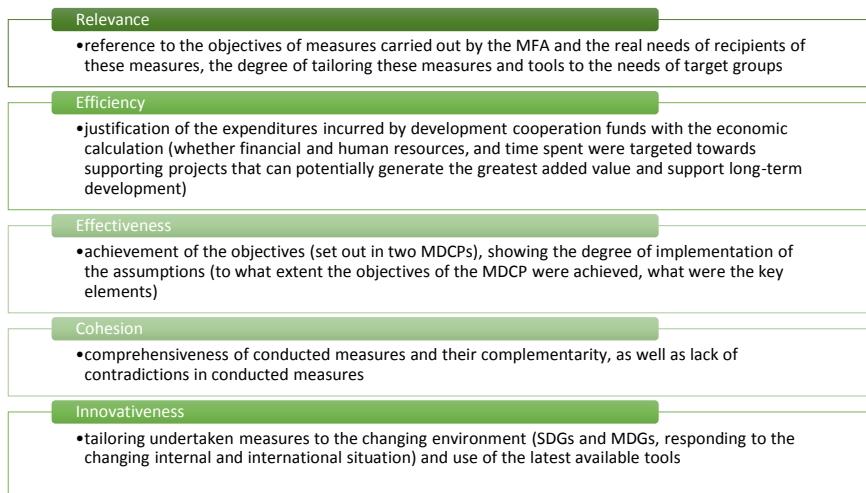
Another aim of the study was to determine to what extent the measures undertaken as part of Volunteering and GE programmes correspond to the challenges faced by Polish development cooperation, including:

- establishing the extent to which the implemented initiatives were relevant and effective;
- establishing the degree of consistency of documents (including multi-annual documents, annual plans, call for proposals documents) governing tasks in areas under evaluation;
- demonstrating the use and complementarity of tools used to date;
- formulating recommendations for future actions.

According to the study assumptions, the conclusions drawn will be used to plan and implement initiatives related to volunteering and GE under the new multi-annual programme. The analysis covered, among others, the accuracy of measures undertaken as elements of PDC. In turn, the recommendations stem from the objectives of development cooperation specified in international agreements binding on Poland, the Development Cooperation Act, as well as from the conceptual assumptions of the MDCP. They are also multidimensional, which allows the use of the recommendations in the implementation of objectives set out in the strategic and planning documents of Polish development cooperation.

The activities covered by the evaluation were assessed against the following criteria:

Diagram 1. Evaluation criteria used in the study



Source: own study.

The study was conducted with the use of a range of qualitative and quantitative research methods and analysis techniques that ensure a comprehensive set of information sources:

Diagram 2. Research methods and analytical techniques used in the study



Source: own study.

2. Study results

2.1. Introduction

According to the definition developed in 2011 by the MFA, the MNE, and the Zagranica Group, global education is **educational measures addressed to Polish society which refer to development problems and challenges in the world. It represents a part of civic education and upbringing related to building awareness of the existence of global phenomena and interdependencies.** Its main goal serves to prepare the recipients to face the challenges affecting all mankind. Interdependence should be construed as interconnections and interpenetration of cultural, environmental, economic, social, political, and technological systems. According to the Multiannual Development Cooperation Programme (MDCP), the current global challenges include, inter alia: ensuring peace and security around the globe, improving the quality of life in the Global South countries, protecting human rights, ensuring sustainable development, building economic and social partnerships between highly developed and developing countries. In global education it is particularly important to **provide explanations to the causes and consequences of described phenomena, present the perspective of the Global South countries, understand the world as a complex and dynamically changing system, shape critical thinking and change attitudes, challenge existing stereotypes and prejudices, show the influence of an individual on global processes and the impact of global processes on an individual.** Global education also involves measures aimed at informing people about the existence of global problems in the world, as well as about the means and methods of exerting impact on their reduction, including, in particular, about the Sustainable Development Goals and the process of implementing them¹.

Global education actions are supported by the Ministry of Foreign Affairs through the implementation of annual "Global Education" calls for proposals. Support is given to projects aimed at carrying out activities addressed to the general public, as well as at implementing educational initiatives addressed to people and professional groups involved in global education actions within the formal, non-formal and informal education system. The MFA also co-finances the call for proposals titled "Global Education. Regranting for non-governmental organisations", whose operator is the Education for Democracy Foundation selected in the "Global education" call for proposals. The call is addressed to non-governmental organisations which are interested in implementing initiatives related to global education in cities and towns of up to 500,000 inhabitants. Project topics are at the organisations' discretion. Entities who partake in calls for proposals may implement their initiatives in accordance with individually defined needs, field of interest, and experience.

Children, school youth and parents, teachers, academic staff, students, as well as employees and volunteers of non-governmental organisations are the key target groups to whom activities implemented in the projects are addressed.

The Polish Aid Volunteering Programme (hereinafter: "Volunteering Programme" or "Programme") has been under implementation since 2008. This does not mean, nonetheless, that the MFA had not provided support to people leaving for voluntary work in the Global South countries before the

¹ 2016-2020 Multiannual Development Cooperation Programme.

Volunteering Programme was launched. The aim of the Programme is to promote the direct involvement of Polish citizens in helping the inhabitants of developing countries and disseminating knowledge among Polish society about the problems they face².

The implementation of the Programme involves granting subsidies to non-governmental organisations – selected in a call for proposals – which have established cooperation with institutions in countries of the Global South and plan to send volunteers to these countries. By definition, cooperation established in this manner should contribute to direct support for hospitals, clinics, schools, orphanages, social welfare centres, and many other institutions in which there is a shortage of specialists. In this way the potential of institutions in countries of the Global South, as well as of Polish non-governmental organisations and the volunteers themselves, is built.

The list of countries where volunteers can go on their trips is not closely related to and is usually broader than the list of Polish Aid priority countries. During the period under analysis, projects were implemented in a total of 27 countries – in particular, in Sub-Saharan Africa, while before 2018, also in South America and Asia. Only two projects were implemented in a country belonging to the Eastern Partnership. Among the applicants there are several organisations that specialise in conducting medical projects, which is why they send mainly doctors, nurses, and midwives.

Every year, the Development Cooperation Plans specify the thematic areas to be implemented in a given year under the Polish Aid Volunteering Programme. These involve three-four priorities of Polish Aid, which to date have covered measures related to improving the quality of human capital, agriculture development, environmental protection, and supporting entrepreneurship.

2.2. Implementation of the MDCP assumptions

Effectiveness of the intervention

Global education

Global education represents a part of Polish development cooperation. Although the objectives of this cooperation – listed in the MDCP – are not directly related to global education actions, the Programme, nonetheless, includes a provision which stipulates that “Polish Development Cooperation contributes to promoting knowledge about global interdependencies between the highly developed and developing world among Polish citizens”³. Taking into consideration such a broadly defined objective, one should conclude that all projects carried out under the “Global Education” call for proposals affect its implementation to some extent. Every one of them involves measures aiming at increasing the awareness of global correlations between countries and their inhabitants as far as the economy, climate, environment, and culture are concerned. Global education objectives listed in the MDCP are much more clearly detailed:

- strengthening the presence of global education at all levels of formal education while adhering to the current core curriculum, particularly by developing the competences of teaching staff, educational tools, and promoting global education in the school and academic environment;

² <https://www.gov.pl/web/polskapomoc/wolontariat>

³ 2016-2020 Multiannual Development Cooperation Programme.

- increasing awareness of the general public about global interdependencies;
- improving the quality of educational initiatives in the field of global education;
- enhancing the coherence between global education carried out in Poland and around the globe.

In 2012-2019, a total of **121⁴ projects worth nearly PLN 20 million were implemented (including eight projects under the “Global education. Regranting for non-governmental organisations” programme)**. Given the subject-matter of the implemented projects, it can be concluded that they primarily concerned the improvement of the quality of educational initiatives related to global education. Such actions were carried out as part of projects aimed at introducing global topics during classes (by creating teaching materials devoted to global education and increasing the competence of teaching staff in this area). The other measures are classes, training courses, and workshops conducted as part of non-formal education, not related directly to school activities (e.g. projects realised by the “One World” Foundation or the “ZNAK”[“SIGN”] Foundation for Christian Culture). The objective to increase the awareness of the general public about global interdependencies was also in line with the assumptions of most of the projects under implementation. It was carried out both as part of projects envisaging conducting large-scale educational events, such as festivals, social campaigns in public space, or fairs (carried out, for example, by the “HumanDoc” Foundation or the “Buy Responsibly” Foundation), but also as part of information projects addressed to specific social groups, e.g. children and adolescents, and, indirectly, also to their families, students, or academic staff. The objective to strengthen the presence of global education within formal education was achieved by creating conditions for introducing global content into the curriculum of individual subjects and by encouraging teachers to seek out ways to refer to it during lessons. As part of the projects, the level of preparation of the teaching staff was raised through various types of training courses, workshops, and seminars, thanks to which teachers were able to gain competencies allowing them to conduct classes independently, while introducing elements of global education. Teachers were given access to materials and teaching aids on this subject and developed their awareness about the existence of other sources of information and good practice in this field. Such projects were implemented, among others, by the of Education Development Centre, the “Center for Citizenship Education” Foundation, and the “Education for Democracy” Foundation. It is worth noting, however, that these projects rendered it possible to introduce global issues into the school curriculum on an *ad hoc* basis. **Nowadays, the concept of global education is not directly indicated in the current core curriculum**, yet the general interpretation of its provisions, e.g. shaping an open attitude towards the world and other people, makes it possible to conduct classes revolving around related topics. **The interviews carried out during the study show that the lack of specific references to global education in the core curriculum**, as well as the lack of sufficient support for the implementation of its idea by the Ministry of Science and Higher Education and educational offices, **are the reasons why it is still insufficiently popular within the Polish education system**, despite many initiatives in this field, carried out mainly as part of projects co-financed by the Ministry of Foreign Affairs.

⁴ Project modules counted as separate projects.

[...] if something is part of the curriculum, in the core curriculum, we try to develop it during classes. If it is not part of the curriculum, we do not have to and then the topic is put aside a bit. Certainly, enthusiasts will take care of it, those who are very interested in it – will develop it, but it will not become widespread.

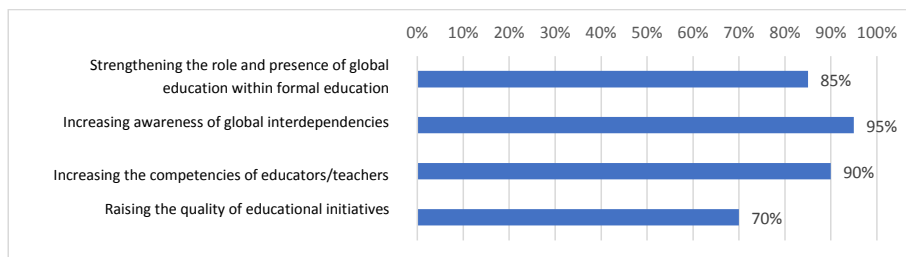


IDI, teacher, regional coordinator of the GE leaders network

The objective related to the enhancement of coherence between global education carried out in Poland and around the globe was implemented in the fewest projects compared to other objectives. As part of such actions, solutions produced in a wider, international group were implemented and developed in Poland. Examples of such projects include the initiatives of the Salesian Missionary Voluntary Service – Youth for the World and the “Book and Press Publishing Institute” Foundation, under which materials (publications, lesson plans, textbooks) were created in cooperation with entities from other countries, international organisations, as well as on the basis of assumptions developed as part of large-scale initiatives,.

In the survey, project promoters and partners were also asked to point out the objectives of implemented projects. The respondents found that the projects they implement contribute most significantly to increasing the awareness of global interdependencies (95% of responses) and improving competencies among educators or teachers (90% of responses). These types of objectives were primarily implemented in projects addressed to the general public, as well as by means of measures addressed to children and youth, and indirectly also to their relatives. Slightly fewer indications (85% and 70%, respectively) concerned objectives related to strengthening the presence of global education in schools and improving the quality of educational initiatives – these projects were primarily targeted at teachers interested in learning about the possibilities of introducing global education into classrooms.

Chart 1. Objectives of projects implemented under the “Global Education” call for proposals.



Source: own study based on the results of the CAWI survey with project promoters and partners, n=40.

As the analyses show, the assumed objectives of the projects were achieved. This is confirmed both by the data presented in the reports, information obtained as part of in-depth interviews, as well as by the results of the survey conducted with project promoters and partners. **95% of respondents confirm that all objectives of their projects were successfully completed.**

The Ministry of Foreign Affairs also undertakes measures aimed at disseminating knowledge and increasing awareness of development cooperation (including global education and the Sustainable Development Goals) through various types of conferences, exhibitions, and fairs. An example of such

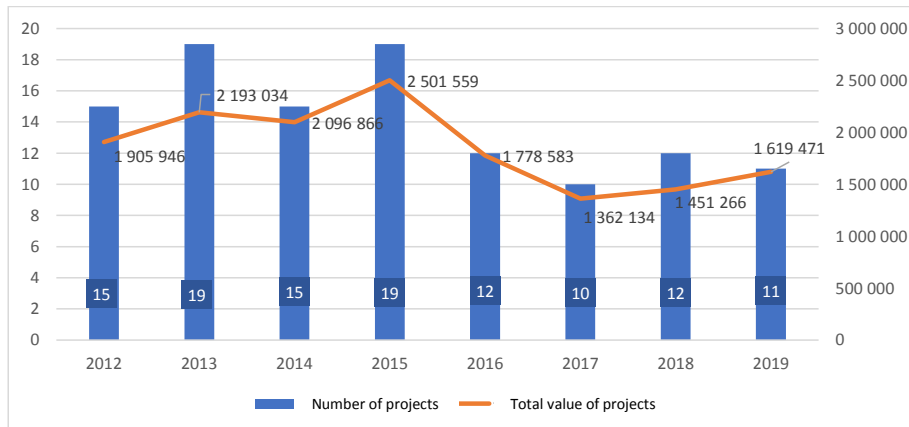
events was the Warsaw Humanitarian Expo 2019, whose goal was to, inter alia, increase involvement in the debate on global trends in humanitarian and development aid. As indicated by the interviews and the results of the survey, **majority of respondents did not notice these measures. This is, first and foremost, due to the highly limited scope of these actions and insufficient information activities accompanying these measures.** Another event of this kind, the Development Cooperation Day – addressed to a wide audience – was favourably received and recognised by several interviewees and respondents in the survey. The event was held in the form of a festival. It included, among others, meetings with volunteers and interactive exhibitions devoted to measures undertaken as part of Polish Aid. The evening was graced with a musical performance by a popular band. Such events, as defined in the MDCP, constitute part of global education and contribute to familiarising audiences with concepts related to the Sustainable Development Goals and development cooperation. Nevertheless, it is difficult to assess the extent to which the thematic information learnt during such an event may incline participants to an independent search for more information on this subject.

The global education objectives set out in the MDCP, although relevant and corresponding to the existing needs, **are phrased at a highly general level**, which means that virtually all measures undertaken as part of the projects contribute to their successful implementation. Given the lack of criteria enabling their operationalisation and an attempt to quantify them, it is not possible to precisely estimate the degree to which the set objectives have been achieved. What could serve as a solution to this problem would be assigning specific indicators to the objectives and including them in the MDCP or annual plans, as well as collective monitoring of the results of implemented projects and comparing them against target values. Information on the quantitative results of the projects should be collected in an electronic system that allows an ongoing analysis of the progress in achieving the indicators and determining the effectiveness and efficiency of the projects.



The funds spent on the implementation also illustrate the scale of measures undertaken within the framework of global education. As part of the main “Global Education” call for proposal, a total of 113 projects worth nearly PLN 15 million were implemented between 2012 and 2019. As shown in the chart below, the number of projects in individual years fluctuated, however, since 2016 there was a significant decline to 11-12 projects yearly. At the same time, the total value of the projects also decreased quite significantly – by 2016 it had come to around PLN 2 million, while in the following years it decreased to around PLN 1.5 million per year. It is worth noting that the difference between the total value of projects between 2015 and 2016 amounted to almost 29%.

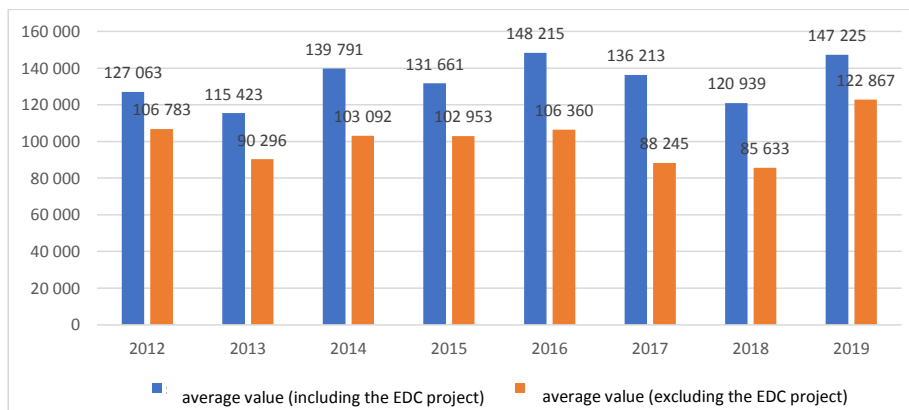
Chart 2. The number and value of projects (in PLN) implemented in 2012-2019 as part of the “Global Education” call for proposals.



Source: Own calculations based on data on implemented projects.

The analysis of the average values of projects in individual years⁵ shows that the difference between the periods of 2012-2015 and 2016-2019 is not so distinct. It is true that in 2016-2018 the average value of projects co-financed as part the call for proposals decreased (to the level of approx. PLN 121,000 when taking the EDC project into account and approx. PLN 86,000 without taking this project into account), yet in 2019 it increased significantly once again, reaching PLN 147,000 and PLN 123,000, respectively.

Chart 3. The average value of projects implemented in 2012-2019 as part of the “Global Education” call for proposals (in PLN) – including the EDC projects and without the EDC projects.



Source: Own calculations based on data on implemented projects.

⁵ Due to the considerably higher value of projects implemented by the EDC, which overstates the obtained results, two variants were produced – the average value including these projects and without them.

Conducted interviews show that further funding is required to meet the global education objectives. The respondents emphasized the fact that support from both the MFA funds (preferably in an amount not lower than to date), and from the Ministry of Education and Science (e.g. in the form of separate competitions or funds dedicated to enhancing the presence of global education in educational institutions) is crucial.

Volunteering

According to the provisions of the MDCP for 2016-2020, *“the activity of volunteers cooperating with local communities on development projects in selected partner countries is one of the most important tools supporting the achievement of the objectives of Polish development cooperation”*. The objectives of Polish development policy were generally defined in the Programme *as supporting sustainable socio-economic development of developing countries and their societies*, yet the areas in which measures are to be taken are further defined in greater detail:

- poverty reduction,
- improving the health of the population,
- raising the level of education and professional qualifications of the population,
- supporting democratisation processes and state reforms,
- building modern state institutions,
- promoting human rights,
- supporting civil society.

Furthermore, the MDCP indicates the thematic priorities on which development cooperation is to focus, including: good governance, democracy and human rights, human capital, entrepreneurship and the private sector, sustainable agriculture and rural development, as well as environmental protection. Therefore, when analysing the impact the Polish Aid Volunteering Programme exerts on the achievement of the objectives of Polish development cooperation, one should take into account the foregoing two levels of objectives. In 2012-2015, the programme documents (neither the MDCP nor the annual Development Cooperation Plans) failed to specify which thematic areas are covered by the Volunteering Programme. It was only in the Development Cooperation Plans for 2016-2019 that these areas were indicated, but it should be noted that no call for proposals for this type of projects was announced in 2017. Such measures related to providing more detailed scope of the Volunteering Programme should be assessed as beneficial, as they allow profiling the support for areas where the most urgent needs are identified in a given year and, at the same time, those in which Poland has sufficiently large potential. The following table presents the provisions of the Development Cooperation Plans concerning the areas covered by the Volunteering Programme.

Table 1. Priorities of Polish development cooperation under the Polish Aid Volunteering Programme

	Good governance	Democracy and human rights	Human capital	Entrepreneurship and the private sector	Agriculture and rural development	Environmental protection
2016			V	V	V	V
2017						
2018			V	V		V
2019			V	V		V

Source: Own study based on the provisions of the 2016-2019 Annual Plans.

Taking into account the general objectives of Polish Aid, it must be said that the measures related to volunteering carried out in 2012-19 focused primarily on **the second and third objectives, and indirectly also on the first one.**

A review of volunteering projects implies that the highest percentage of them regards supporting local health care institutions, in particular, clinics and hospitals, as well as social care institutions (primarily orphanages, centres supporting disabled persons, addicts, and former prisoners). These projects are part of the **“human capital” priority area**. Projects involving broadly understood education support, related to volunteers’ work in schools or other educational institutions may be categorised similarly. The “human capital” priority area was described as *“improving the quality of healthcare; inclusive education and universal access to high-quality education; civic education; social integration of people from groups at risk of exclusion”*.



Further analysis of the projects reveals that merely one project (implemented by the “Cultures of the World” Foundation, No. 1069/2012) covers the area related to supporting *sustainable agriculture*, but rather indirectly, as it concerned increasing the potential of a centre for educating specialists in the field of agriculture and animal breeding. Additionally, one project (implemented by the Polish Humanitarian Action [PAH] in Palestine, No. 977/2013) can be classified as related to the area of *environmental protection*, as its aim was to enhance access to water.

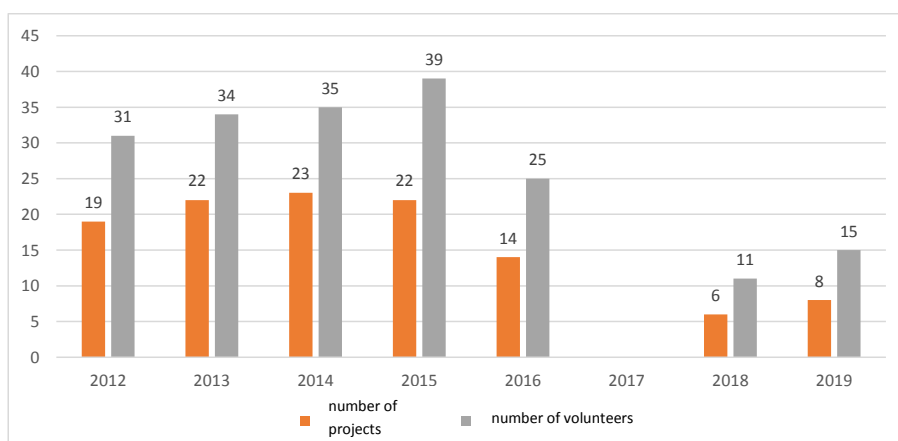
It is also worth paying attention to the links between countries where volunteering projects are carried out and priority countries of *Polish Aid*. A significant proportion of volunteering projects is conducted in the countries of sub-Saharan Africa, while almost no projects whatsoever (except for two projects in Georgia in 2013) are carried out in the Eastern Partnership (EaP) countries, which are seen as priority countries both at the level of Polish development policy and Polish foreign policy in general. This primarily stems from the fact that these countries were not taken into account as potential destinations of volunteers’ trips under calls for proposals conducted in recent years, but also because the organisations and volunteers themselves were not very interested in these destinations. It seems justified to **revert to supporting projects involving volunteers’ trips to these countries, which would provide support for other measures implemented under Polish Aid, particularly development projects. This would allow the use of the vast experience of Polish organisations operating in the EaP countries and the concentration of Polish Aid.** It should also be noted that the Development Cooperation Plan for 2020 assumed such a change and inclusion of the EaP countries as potential destinations for volunteers’ trips. Nevertheless, due to the ongoing COVID-19 pandemic, the call for proposals was cancelled this year. Including EaP countries should continue over the next years, as it is

possible that in the first year after the provisions of the call for proposals have been extended, there will be little interest in this destination. Organisations potentially interested in activities in the EaP area should have time to properly prepare such volunteering projects. Another suggestion that has been put forward is that volunteers' trips to the EaP countries should focus less on the human capital priority, but more on supporting entrepreneurship, good governance, or democracy and human rights, which would be more relevant to the needs of these countries. One of the proposed ways of making organisations interested in sending volunteers to the EaP countries would be to grant preferences to volunteer trips that are a continuation of development projects, which is described below.

Polish development cooperation conducted under the Volunteering Programme is therefore highly profiled and limited to certain areas. It applies almost entirely to two objectives included in the MDCP (improving the health condition of the population and increasing the level of education and professional qualifications of the population), and on the level of priorities – to one objective (human capital). However, given the current regulations of the Polish Aid Volunteering Programme calls for proposals, this cannot be considered a mistake attributable to the managing authority of the Programme (the Ministry of Foreign Affairs), as this is how Polish organisations sending volunteers under certain projects are profiled. There are opportunities of providing volunteering services in other areas (e.g. those related to the *Entrepreneurship and the private sector* priority which is completely not realised), but they are never selected by organisations applying for support under the Programme. Thus, the conducted projects satisfy the fundamental needs of recipient countries where there are huge shortages related to health care or education. Simultaneously, they are quite schematic (project concepts are repeated in subsequent years) and not very innovative.

When analysing the achievement of objectives by the Polish Aid Volunteering Programme, one should again refer to data on implemented projects. In the analysed period (2012-2019), the Programme co-financed a total of 115 projects, within which 190 volunteer trips took place. The year-by-year breakdown is presented in the chart below.

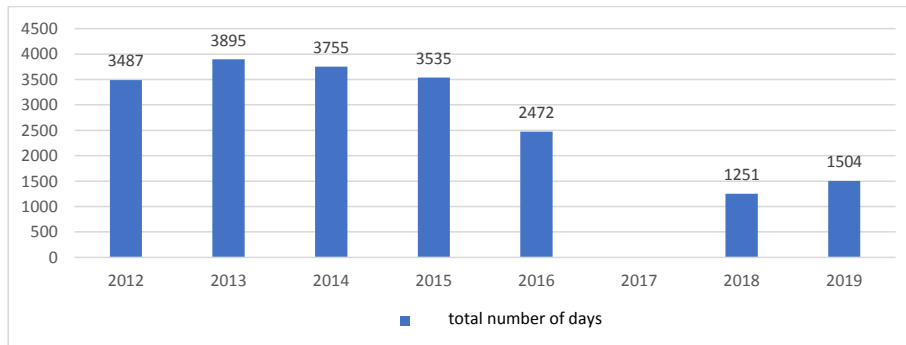
Chart 4. The number of projects and the number of volunteers under the Polish Aid Volunteering Programme



Source: Own calculations based on data on implemented projects.

According to this data, both the number of projects and the number of volunteers taking trips dropped significantly in recent years. This translated into the total number of days of volunteer stays during the projects, as shown in the chart below. The scale of the decline is evidenced, for example, by the fact that in 2018 the number of days was over three times smaller compared to four-five years earlier.

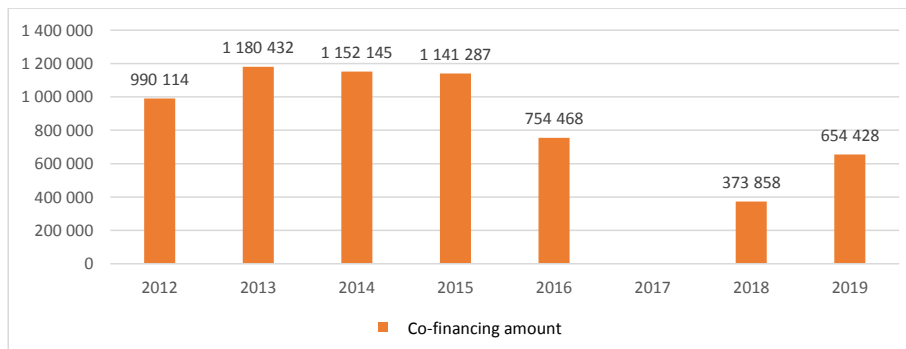
Chart 5. Total time (in days) of volunteer trips in individual years



Source: Own calculations based on data on implemented projects.

This data, however, is not surprising if we look at the total amount of co-financing for projects, which also decreased significantly – between 2012-2015 it oscillated around PLN one million, then in 2018 it amounted to PLN 373,000, and a year later to PLN 654,000. In 2016-2019, the estimated amounts of co-financing for the Volunteering Programme were not used up, since an allocation of PLN 1.2 million (in 2016) and PLN 1 million (in 2018-19) was earmarked for financing this type of projects. The foregoing was due to, inter alia, the low quality of submitted projects, hence only some of them were eligible for funding, as well as due to the fact that some of the organisations that received positive funding decisions, decided not to sign the agreements.

Chart 6. The total cost of co-financing projects under the Polish Aid Volunteering Programme

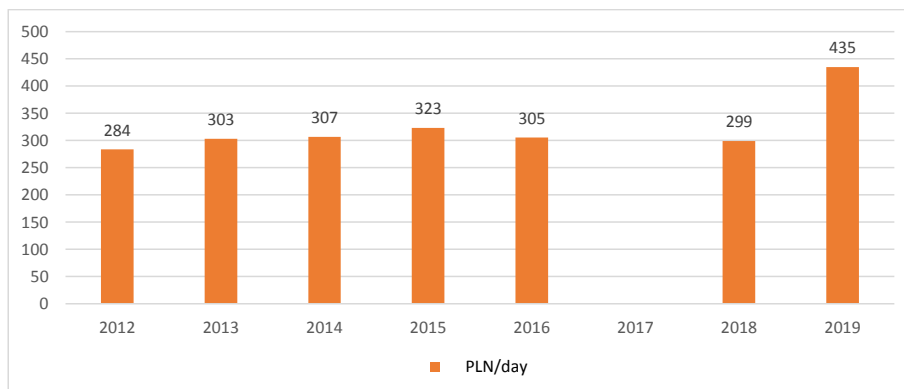


Source: Own calculations based on data on implemented projects.

This data shows that the scale of the Polish Aid Volunteering Programme is minor. Poland wants to play an important role in the area of international development cooperation and, inter alia, the Volunteering Programme is to serve this purpose. This objective, nonetheless, will not be achieved if,

as in the last two years, there will still be only a dozen or so volunteers departing for trips co-financed by the Ministry of Foreign Affairs. In-depth interviews proved the legitimacy of this opinion when both representatives of non-governmental organisations and the volunteers themselves said that if the number of volunteers did not rise, it would be impossible to attain any significant objectives of Polish Aid, although the objectives of individual projects are achieved. Therefore, the funds for the Programme should be increased significantly so that at least 50 volunteers could make their trips every year. It should also be noted at this point that last year the cost of trips increased considerably, calculated as the quotient of the grant amount and the number of days. While in all previous years this amount was about PLN 300, in 2019 it was PLN 435, which was caused by both inflation and more equipment, materials, etc., financed under the projects.

Chart 7. Average cost of a one-day stay in the destination country (project cost/number of days)



Source: Own calculations based on data on implemented projects.

Taking into consideration the fact that the average length of a volunteer's stay is 100 days (this was the average in 2019), achieving the objective of co-financing the trips of at least 50 volunteers a year will be possible with the allocation of about PLN 2.1-2.2 million for calls for proposals under the Polish Aid Volunteering Programme.

To sum up, it should be stated that the Polish Aid Volunteering Programme requires major modifications. It seems unjustified to maintain the instrument in its hitherto form, under which, in a country whose population is nearly 40 million, just a dozen or so volunteers make their trips each year. Currently, the Programme does not contribute whatsoever to the achievement of the objectives of Polish development assistance. Given the above, **it is necessary to significantly increase the scale by means of allocating much greater amounts to co-finance the Programme.** It should also be considered whether grant competitions should be continued in their current formula and whether it would be possible to concurrently introduce new methods of financing volunteering. This is described later on in this report.

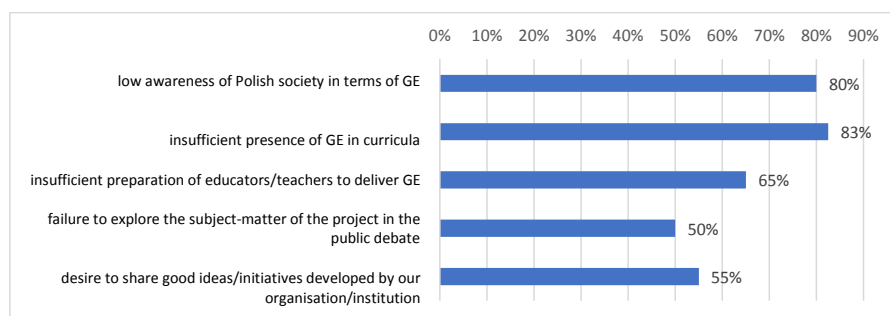


Relevance and efficiency of the intervention

Global education

The analysis of applications for co-financing and conducted interviews indicate that when drafting the assumptions of global education projects, non-governmental organisations take into account, first of all, **the diagnosed needs of potential recipients and their own experiences, the degree of interest in a given topic, and the possibilities of implementing a given scope of tasks based on the existing potential** (human resources, organisational, time). The high degree of tailoring implemented measures to the demand for a given type of initiative is evidenced by the considerable interest of implementers and final recipients in participating in projects, as well as the fact that project-related measures are frequently continued in subsequent editions or modules of a given undertaking. The survey shows that the implemented projects respond primarily to the problems of insufficient presence of global education in curricula (83% of responses by project promoters and partners) and low public awareness of the possibility of implementing such measures and their benefits (80% of indications). The survey also identified that substantive preparation of teachers to introduce global education content in classes was a significant need (65% of responses). Half of the respondents declared that the project they carried out results from the insufficient presence of a given issue in the public debate, while 55% admitted that the desire to share their own solutions and good practices developed in a given field also had an impact on the implementation of a given project.

Chart 8. Needs to which the implemented projects responded.



Source: own study based on the results of the CAWI survey with project promoters and partners, n=40.

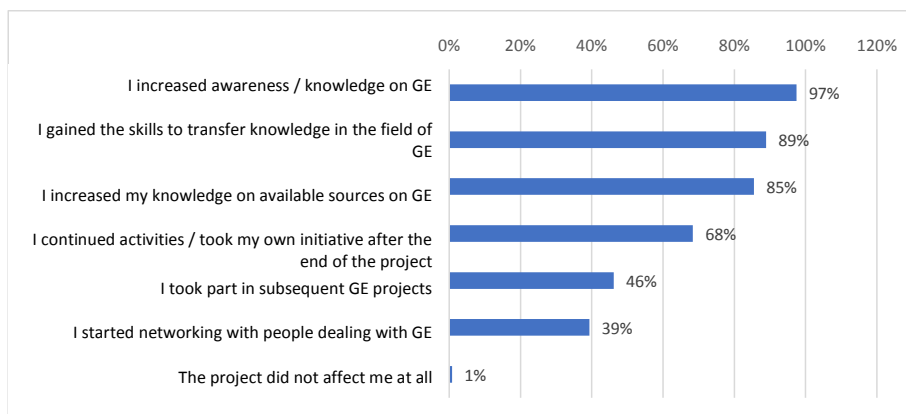
The implementation of global education projects exerted impact on both project promoters and partners, as well as recipients of these actions. In the case of organisations implementing the projects, the initiatives contributed, in particular, to broadening their knowledge in a given field. Substantive preparation was necessary to develop high-quality training materials, teaching aids, publications and lesson plans, as well as holding events. The accumulation of knowledge and experience was particularly facilitated by the possibility of carrying out subsequent editions and modular projects. Continuing actions in subsequent years gave project promoters an opportunity to professionalise their activities and gradually specialise. At this point it is also worth emphasising **the positive impact of the re-granting call for proposals on developing the knowledge and experience of non-governmental organisations**. This call, after all, allows organisations taking their first steps in the field of global education to apply for funds, while providing, on the one hand, the opportunity to gain experience in preparing and implementing such projects, and on the other hand – a chance to test their own ideas for educational initiatives in practice. The truth is the projects selected as part of the regranting had a limited scale and scope due to a relatively low budget (from PLN 20,000 to PLN 35,000 in path “A” or up to PLN 8,000 in path “B”); nonetheless, it must be stressed that they gave the opportunity to

conduct global education actions in smaller centres, thus improving the educational offer for the local community.

Projects implementation also constituted an incentive for project promoters to establish cooperation with experts in a given field, seek out new ways of presenting a given topic or commence collaboration with a new target group. It often happens that the implementation of a given project is a starting point for the organisation to continue and develop the initiative – by using its own resources or other external resources.

The survey analysis shows that, as a result of participating in a project, almost all respondents (97%) increased their awareness and knowledge in terms of global education. A practical benefit for 89% of the surveyed recipients was acquiring the ability to transfer knowledge in the field of global education, while for 85% – obtaining information about the existing sources of teaching aids and other materials pertaining to global issues. The results of the study also show that for many people, participating in a project was an impulse for their further development in the field of global education: as many as 68% of the respondents continued project-related activities after the project was completed or took their own initiative in this matter, while 46% participated in another project concerning global education. Moreover, 39% of the surveyed project participants established cooperation within formal or informal networks created by people dealing with global education (an example of such a network is the nationwide network of regional coordinators and global education leaders, set up as a result of the long-term project titled “Global Education. Education leaders for development” and implemented by the Education Development Centre). Merely 1% of the respondents stated that the project in which they participated had no impact on their lives whatsoever.

Chart 9. The impact of the implemented project on its recipients.



Source: own study based on the results of the CAWI survey with recipients, n=117.

The respondents also declared that **implementing the project had an impact on their attitudes**. The most frequently indicated directions of change included making more informed consumer decisions (e.g., through well thought out purchases, searching for Fair-Trade-certified products, reducing food waste, purchasing local products), showing greater concern for the environment (reducing water and electricity consumption, careful waste segregation, reducing the use of plastic and meat consumption),

developing critical thinking skills, avoiding stereotypes, and a greater understanding of global interdependencies.

I have realized how important it is to instill knowledge about global education from the very beginning. How important it is to increase our awareness of the world, people, emotions, and general knowledge. I have understood how enormous the power of human agency and the ability to transfer values to others lies within ourselves. How important is respect, love, and tolerance towards other people.



CAWI, recipient of project measures

The study results indicate that **it would have been impossible to achieve similar effects in terms of global education projects if a lower volume of funds had been allocated.** As the interviews with project promoters, partners, and project implementers show, a possible reduction of funds would result in impairing the quality of conducted measures (shorter and less substantive training courses, reduced opportunities to involve experts), restricting their scope, limiting the number of participants, and reducing the possibility of sharing the results of the project. The interviewees also stressed that limited project funds often forced teachers to spend their own resources to meet some of the expenses that should have been covered under the project (e.g. the costs of organising meetings, purchasing teaching materials, travelling). Another problem is the constant increase in market prices, which is not accompanied by an adequate increase in funds allocated to projects. The most significant needs to increase the maximum value of projects concern, in particular, projects financed under the re-granting call for proposals. To prevent a drop in the quality of the conducted activities and the scale of their impact, it is necessary **to adjust the amounts of co-financing adequately to the increase in price level.** Another obstacle often reported by project promoters is the too low share of administrative costs (currently 20%) in project costs, which impacts on the reduction of the quality of conducted measures and often forces people involved in the implementation of the project to put in additional, unpaid work. The interviewees indicated that the costs of maintaining and servicing the headquarters of the project office have also increased. According to the data from Statistics Poland (Główny Urząd Statystyczny, GUS), in 2019, the average annual price index of consumer goods and services amounted to a total of 102.3 (prices increased by 2.3%) as related to 2018. Comparing the price level from October 2020 to the corresponding month in the previous year shows an increase in the costs of electricity (by 11.7%), water supply (by 4.2%), sewage services (by 4.6%), heating (by 2.7%), garbage disposal (by 50.8%), or telecommunications services (by 5.2%)⁶. Hence, it is worth considering the possibility of **increasing the administrative costs of projects to 23-25% of the project value.**

Volunteering

In the case of projects implemented under the Polish Aid Volunteering Programme there has been identified a relatively strong link between the undertaken project measures and the actual needs of their recipients. As indicated earlier on, a vast majority of volunteer trips are related to the support of health care or educational institutions. These are the needs identified both by the Ministry of Foreign Affairs in the programme documents related to Polish Aid priority countries, as well as by non-

⁶ Data from Statistics Poland, Consumer price indices in October 2020 as of 13/11/2020.

governmental organisations that are beneficiaries of the support, and which develop project concepts so that they would match the needs to the possibly greatest extent. At the level of individual project promoters, these needs are collected through discussions with institutions in target countries. Prior to developing a project's concept, representatives of the organisation usually have already been in touch with the host institutions, so together they decide on the scope of support and tasks to be performed by the volunteer. In some cases, it is the volunteers who have experience in working with the host institutions and knowledge of what their needs are. What is more, at the stage of concept development, data and materials available on the Internet, other volunteers' reports, and own experience gained from working in a given country are used.

At this point it is worth emphasising that there is no dominant model of starting cooperation between a volunteer and an NGO. 31% of volunteers responded that when expressing their will to cooperate, they had been the ones who proposed the target country, while 13% stated that the country had been indicated by the organisation. Moreover, 15% responded to a recruitment advertisement, and 26% had previously worked or cooperated with the applicant.

Thanks to the implementation of volunteer projects, the applicants develop their potential through building experiences with institutions operating in countries of the Global South and acquiring volunteers, who, after their return, often still work or cooperate with the organisation. Experience related to the implementation of this type of project is particularly important when applying for funds in other grant competitions to carry out actions in countries of the Global South.

In the case of partner organisations, their potential is developed, but it is hardly considered a significant increase. On average, volunteers stay abroad for 100 days, and therefore they contribute, for instance, to a temporary improvement in the health situation on a local scale or to a more effective development of students; nonetheless, in the long run, they do not have an impact on increasing their potential. Projects in which volunteers exert such an impact are those in which the Polish organisation cooperates with an institution in the target country on a continuous basis and regularly sends volunteers there. These are, particularly, projects carried out by missionary organisations that constantly cooperate with church parishes, priests, or institutions run by orders. In this case, the implementation of volunteer projects under Polish Aid represents one element of cooperation that also takes place in other areas.

In order to enhance the usefulness of support and its durability, one should strive to focus on ensuring long-term cooperation between institutions in host countries and Polish non-governmental organisations. To this end, it is worth supporting a model in which applicants send their volunteers to places where development assistance activities have already been carried out, in particular those financed by means of Polish Aid funds. At the same time, it is worth considering whether the MFA could commission longer-lasting projects to be carried out in selected host institutions, which would involve a larger number of volunteers. This is described in a later chapter.

Strengthening the efficiency, relevance and effectiveness of interventions

Global education

To strengthen the efficiency of global education initiatives, it is worth striving to increase the intensity of cooperation between the MFA, the MSHE, project promoters and partners. According to the evaluation study, the involvement of the Ministry of National Education and the Ministry of Science and Higher Education in this area has so far been insufficient and has solely been limited to participation in annual consultation meetings. **As mentioned earlier on, the lack of direct presence of global education in the core curriculum is not conducive to popularising the concept. It thus seems necessary to undertake certain steps aimed at increasing the activity of the Ministry of Science and Higher Education in the process of implementing global education in Polish educational institutions at every stage of education.** It is necessary both as part of cooperation in creating formal conditions for implementing such measures (e.g. by introducing them directly into curricula and, consequently, also into school textbooks), as well as in terms of the actual promotion of the concept of global education. Initiatives encouraging the introduction of such activities during school and extra-curricular classes should be carried out by the Ministry of Science and Higher Education, teacher training centres, and educational offices. It is also crucial to involve other institutions responsible for education, such as museums and libraries, which could be engaged in organising some events (e.g. exhibitions, performances, meetings with interesting people), as well as providing access to educational materials (albums, brochures, teaching aids).



The mandatory presence of global education in pedagogical study curricula should be a key element in developing awareness of the existence of global education and the possibility of introducing its content into educational institutions. Nowadays, some individual initiatives of this kind emerge (e.g. Global and Development Education, the Faculty of Education of the University of Warsaw, Global Education, Institute of Pedagogy of the University of Warsaw, Globalisation and Global Education, Institute of Pedagogy of the Maria Grzegorzewska University in Warsaw⁷), yet the scale of actions undertaken in this field is still insufficient for the concept of global education and the methods of conveying related content to be universally used by future teachers.

It is also worth considering the thematic concentration of conducted measures. In 2012-2019, the general form and subject matter of calls for proposals were of an arbitrary character – it was the project promoters who decided what area they wanted to cover and what actions would best meet the existing needs. Of course, this formula of the call has numerous advantages. It allows reacting to current problems and gives the organisation the opportunity to specialise in the field in which it has the greatest knowledge and experience. This increases the quality of measures carried out and eliminates the accusation of favouring organisations with a given business profile. In 2020, the formula of the main call for proposal was changed. Co-financing could be granted to just one project consisting in organising five educational events in Poland through the use of an interactive educational and information stand. These events should revolve around the idea of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development, in line with the global education assumptions promoted by Polish Aid, along with providing additional attractions of an educational nature, aimed at

⁷Classes are not available in the 2020/2021 academic year.

children and youth⁸. These attractions could take the form of an educational game, workshop, film screening, debate, etc. These conditions, different from those in previous years, resulted from the relatively small budget (PLN 500,000) that the MFA allocated for the call for proposals in 2020, as well as the possibility of co-financing only one-year projects due to the fact that this is the last year when the MDCP 2016-2020 is effective.

We could hear voices expressing great disappointment on the part of non-governmental organisations because this formula greatly restricts the field of activity. (...) Because while those earlier calls for proposals had, within their frameworks, tasks that were somehow defined, but still would offer great opportunities to propose various actions, tools and so on, in this case, it is simple "either do this or do nothing". And... well, yes, I must admit we were disappointed in that.



IDI, project promoter

Given the foregoing limitations, as well as the very low recognition of the Sustainable Development Goals among Polish society, a decision on a more informative and promotional nature of the initiative was made. However, the call for proposals was not adjudicated, mainly due to the outbreak of the SARS-CoV-2 pandemic, so its effects cannot be assessed. Nevertheless, as the survey implies, **the respondents of the in-depth interviews assessed the change in the assumptions of the call for proposals quite negatively.** The interviewees were surprised that it was not possible to apply for funding for typical training-oriented measures or those enabling the creation of materials supporting the process of introducing global education into curricula. The formula of the task imposed the general framework on the educational event and its promotion, while leaving the applicants free only to decide about minor activities. However, it did not allow the implementation of tasks such as discussion panels, training courses and workshops for teachers, or the development and deployment of textbooks and lesson plans, which numerous non-governmental organisations claimed it discouraged them from applying.

Obviously, educational events are a valuable initiative as they provide an opportunity to inform the wide audience about the existence of the Sustainable Development Goals and the idea of global education, as well as being an impulse for further research on this subject. However, in the coming years, apart from organising such events, it is worth continuing measures aimed at more in-depth work with students, teachers and pupils, focused on achieving long-term effects in the form of a viable change of attitudes and increasing recipients' awareness and knowledge. Information and education events should be of a complementary character to the more in-depth measures.

What should also be considered is the issue of focusing project measures on a specific thematic area(-s) (e.g. those related to individual Sustainable Development Goals) in consecutive two- or three-year intervals. This solution would make it possible to concentrate actions on selected areas deemed priorities at a given moment. This would enhance the visibility of achieved results and prevent excessive fragmentation of undertaken initiatives. On the other hand, limiting the subject matter of

⁸Assumptions of the task commissioned for implementation under the "Global Education 2020" call for proposal, which should be included in the detailed description of the project, Appendix 1 to the Regulations of the "Global Education 2020" call for proposal.

projects may cause a decrease in the quality of conducted measures. Non-governmental organisations with a different activity profile than the one proposed in a given period could not carry out projects related to the area in which they have the greatest experience and competencies. This means they will not be able to exploit their greatest potential in this field. Limiting the subject matter of the call for proposals could also lead to dramatically reduced interest in participating in it, which, from the point of view of the Ministry of Foreign Affairs may mean a limited possibility of selecting projects of appropriate quality. There is also a risk that organisations – due to the topic being imposed from the top down – will not be able to take part in several subsequent editions of the “Global Education” call for proposals. As a result, they will lose the continuity of experience, which would make it difficult or even impossible for them to apply for external funds. Narrowing down the main theme of the projects would also require consultations with non-governmental organisations operating in the field of education and possibly with representatives of the Ministry of National Education, during which thematic areas for subsequent editions of the call for proposals would be selected early enough.

It is also worth making sure that **information about planned calls for proposals appears on the website of the MFA at least one month in advance** and that projects are launched early enough – this is important especially in the context of planning project measures based on the school calendar. It should be remembered, after all, that when planning the project schedule one must take into account a very intensive period for teachers and students just before the end of the school year, as well as summer holidays. Therefore, project-related measures are often “accumulated” in the October-November period, which carries the risk of excessive accumulation of actions and a decrease in their quality.

It is also worth creating a website that would operate as a database of information on implemented projects, measures undertaken within their framework, and their effects.

It could not only promote good practices in the field of global education, but it would also provide the opportunity to obtain information on actions of individual organisations and institutions in this area. This would enable networking and future cooperation between project promoters, partners, and individual experts. The portal should also contain links to developed products, photos and participants’ reports, inspiring others to take their own initiatives. Currently, project promoters do not always fulfil the obligation of providing the MFA with promotional materials informing about their results. Therefore, it is worth considering whether a failure to meet this condition should result in adequate consequences, e.g. financial penalties.



Volunteering

As stated earlier on, the Polish Aid Volunteering Programme needs to be significantly changed. The scale of the Programme (calculated by spending funds, the number of projects, and the number of volunteers) is small, even in comparison to other Polish Aid instruments, and is incomparably smaller than in other large European countries. Volunteers provide their services primarily in two areas – healthcare and education, which is related to the specialisation of organisations benefiting from the Programme funds, yet it does not exploit the potential of other organisations which could support other priorities of Polish development assistance. Project concepts are repeated in subsequent years and they do not contribute significantly to a permanent increase in the potential of the host institutions or to the achievement of the objectives of Polish development cooperation. It has already been

stressed that the funds for the Programme should be increased to over PLN 2 million per year, so that about 50 volunteers might make their trips every year.

With the current procedure of the call for proposals, the strong thematic orientation of volunteering does not depend on the MFA but on the potential of the applicants. One should consider if the Ministry should create areas of volunteers' work more extensively, even if it is just to implement each of the priorities of Polish Aid to a small extent by volunteer projects each year. In the opinion of the evaluators, it is worth attempting to modify the current Programme's framework.

The starting point should be the suggestion that volunteer projects should implement individual priorities of Polish Aid more evenly – with regard to both the substantive and geographical areas specified in strategic documents. It is also advisable to take steps aimed at counteracting the situation in which, in the coming years, trips to medical missions or those related to working in the field of education will still prevail in the Programme. To this end, the continuation of assistance for already completed development projects should be supported to a larger extent by sending volunteers to places where those projects were implemented. This would reinforce the process of implementing solutions developed under these projects, increase their durability, as well as maintaining cooperation between Polish organisations and institutions in target countries. An example of measures undertaken by the MFA for this purpose might be adding preferences for trips which are a continuation of development projects to the criteria for assessing applications. In such a case, it would also be possible to increase project budgets and, to a greater extent, enable the purchase of equipment, devices or consumables used by volunteers for solutions applied in already completed development projects. It would also be worth running an information campaign among the current beneficiaries of Polish Aid, encouraging them to send volunteers to work in partner institutions.

Preferences and more favourable conditions for the implementation of volunteer projects, as well as supplementing the list of target countries with Eastern Partnership countries may contribute to a more even support for actions in other priority countries of Polish Aid and in other substantive areas. In particular, the activity of organisations that carried out development projects in the field of entrepreneurship, agriculture, or supporting democratisation processes in Ukraine, Moldova, and Georgia should be increased.

As part of this solution, the main burden of implementing volunteer actions would still be placed on Polish NGOs selected in the call for proposals; however, it is worth considering whether the MFA could determine the scope of measures related to volunteering. The Ministry could be more actively involved in long-term support for institutions where Polish volunteers provide their work on a regular basis. In the coming years, the MFA could support one institution where such activities will be carried out in a pilot project. When selecting the institution, the following factors should be taken into account: the presence of the country on the list of Polish Aid priority countries, previous experience in implementing projects in a given country / region / institution, involvement of the local diplomatic mission, potential of Polish entities potentially interested in participating in the call for proposals / tender. The institutions would be identified with the support of Polish diplomatic missions. Following the establishment of direct cooperation with selected institutions on the spot (e.g. by signing a letter of intent) and the identification of their needs, a volunteering cooperation programme for the next calendar year should be developed. Subsequently, in the course of a call for proposals (or a tender) procedure, an entity that would carry out the tasks defined beforehand by the MFA would be selected. As part of the commissioned task, such an entity would have to ensure their representative would be

present on the spot for many months. The person would identify the demand for volunteers' work (approx. ten people) in the months to come, determine the scope of their activities, prepare their work (in the case of medical trips, this would be, for example, scheduling appointments or making sure that patients have had the first diagnostic visit carried out by a local doctor and have been referred by such a doctor for an in-depth examination or a surgery conducted by a Polish doctor). Such an approach could be more useful and effective, because almost the entire calendar year could be used up, which would be impossible in the case of selecting beneficiaries under the current call for proposals procedures. Volunteers sent by the selected organisation could go for a longer period, and thanks to the constant cooperation they could fill in for one another, which would ensure the continuity of provided help. The procedure for selecting the right entity should be repeated in the following year. It is also possible to sign a framework agreement and commission the implementation of tasks in the years to come, depending upon the allocation of funds for such a task. Maintaining continuity would be helpful for strengthening the effects and, indirectly, increasing the visibility of Polish Aid. From the point of view of the evaluators, it is recommended that such a solution be deployed, yet, to this end, it would be necessary to significantly increase the annual expenditure on volunteering, because, in addition to the call for proposals carried out in the current formula, a simultaneous procedure for selecting the entity to complete the task defined by the MFA would have to be carried out. The estimated cost of such a single project would amount to PLN 300,000 – PLN 500,000. It is recommended that implementing such a model should commence by selecting one institution in the target country per year.

2.3. Effects of supported projects

Tangible and intangible effects of projects

Global education

The effects of the majority of the projects were both tangible and intangible, e.g. as part of one project the awareness of recipients was raised, training courses or workshops were conducted, and lesson plans or teaching materials were developed. Apart from raising awareness among recipients, **networking is undoubtedly an important effect**, and the durability of some networks is high. Interviews with EDC project coordinators show that certain regional teacher training institutions play a leading role in disseminating GE on a local scale, collaborate with other entities and, sometimes, even fund training courses in this area or incorporate it into existing training programmes or events. For example:

- in the Śląskie Voivodeship, over 30 schools take part in the urban game (the 10th edition took place this year – this time online) during the GEW,
- in the Podkarpackie Voivodeship, training courses on GE are still held, and teachers from the cooperation and self-education networks meet once-twice a year,
- in the Małopolskie Voivodeship, meetings are held in primary schools as part of the network,
- in the Podlaskie Voivodeship, GE actions are continued by methodology advisers and consultants as part of their work in the teacher training centre,
- in the Łódzkie Voivodeship, teachers, as part of the group entitled “the Centre for Sustainable Development”, exchange information and materials in social media, while fairy tales obtained from the EDC are used in teaching GE in kindergartens.

Projects participants – especially of training and workshop projects – stay in touch after their completion and carry out joint initiatives in the field of global education. Established contacts also allow easier access to experts, trainers, volunteers, but also to potential recipients of actions (e.g. training courses). The following factors are conducive to networking:

- institutional embedding (e.g. the Education Development Centre – EDC, voivodeship in-service teacher training centres);
- good network coordination (e.g. the Zagranica Group, the EDC);
- personal involvement in the subject of global education;
- participation in global education projects sponsored by various institutions or organisations.

Hence, in future, **it is worth supporting projects that create new networks or use the existing ones** – on a local, regional, or national scale, e.g. by introducing a change in the regulations of calls for proposals by awarding additional points to such projects.



As far as tangible products are concerned, **92% of the surveyed coordinators (N=39) confirm that as part of the project they created publications, programmes, lesson plans, or other materials for delivering global education, and 90% still use them.** Some of these materials are still available on the Internet (even several years after the end of the project), sometimes also as a paper copy.

Table 2. Durability of “Global Education” projects – sample materials and publications

Examples of global education materials and publications still available online from 2012-2018 projects (as of end of October 2020):
– https://etyczne.pl/
– http://globalstudies.humandoc.pl/
– http://www.artykul25.pl/materialy.html
– http://www.edukacijaglobalna.ore.edu.pl/pl/
– http://www.edukacijaglobalna.ore.edu.pl/pl/a/Edukacja-globalna-Poradnik-metodyczny-dla-nauczycieli-II-IV-etapu-edukacyjnego
– https://globalna.ceo.org.pl/publikacje/w-swiat-z-klasa/gimnazjum
– https://tea.org.pl/nowe-scenariusze-lekcji-od-tea/
– https://www.globalna.edu.pl/materialy_educacyjne/
– https://www.globalna.edu.pl/kamishibai/
– https://zagranica.org.pl/sites/zagranica.org.pl/files/attachments/Publikacje/EdukacjaGlobalna/material_metodyczny_grupa_zagranica.pdf
– www.glob.org.pl

Source: own study based on the results of the CAWI survey with project promoters and partners, n=19.

The materials are still developed – the interviews show that, on the one hand, it is thanks to an open licence (in addition, project promoters, e.g. the “Education for Democracy” Foundation or the “Sign” Foundation encourage teachers and educators to produce their own lesson plans based on those created under the projects), but on the other hand, some content requires updating, e.g. in terms of changes in the core curriculum (such updates are made by project promoters, e.g. the Center for Citizenship Education, but also by teachers on their own initiative). Based on the existing teaching materials, project promoters create new content for subsequent projects or their own activities (e.g. the “Sign” Foundation, the Center for Citizenship Education, as well as organisations implementing re-

granting projects), while recipients modify or supplement them – update the data, tailor the materials to the specificity of their classes (depending on the class subject), target groups (e.g. age), organisational context (e.g. classroom activities, library lessons, one-time events within the Global Education Week). Furthermore, some forms (e.g. “Kamishibai” theatre or storytelling) favour the introduction of teachers’ or educators’ own, new topics or content. It also happened that a partner organisation, as a project promoter, created its own materials in the following years (e.g. the Polish Scouting and Guiding Association (Związek Harcerstwa Polskiego, ZHP) which, as a partner, was involved in a project on the origin of scouting, carried out by the “Poland-East Africa” Economic Foundation, and in the following years developed its own plans for scouts’ meetings related to global education as part of the “Global education in the Polish Scouting and Guiding Association” project).

Therefore, the effect of product multiplication consists, primarily, in: **the availability of free-of-charge materials on the Internet after the completion of projects and sharing and developing project teaching materials** through the work of participants within formal and informal networks. At the same time, the current core curriculum is a barrier to multiplication. Within the framework of the core curriculum, the presence of global education is limited when compared to the state before the education reform, which changed the core curriculum from the 2017/2018 school year. Another obstacle is the lack of further financial and coordination support for the GE project implemented by the EDC (the interviewees complained, in particular, about the lack of such coordination at the national level). In addition, the multiplication effect, construed as extending benefits arising from a given project to people who do not participate directly in it, means that **teachers trained as part of the projects deliver GE to subsequent classes and years of students**, and actions related to this subject matter are also carried out by librarians. No quantitative data was collected during this study, however, based on the information obtained during the interviews, it may be estimated that this is an important effect. This concerns, first and foremost, the activity of those teachers who became deeply involved in the subject of GE – some of them enter new classes for GE projects, others weave certain GE topics into their lessons (regardless of whether they are part of the curriculum or not) and carry out intra-school and/or inter-school global education activities while involving other teachers, learners (not only from the groups they teach), and even parents of their pupils.

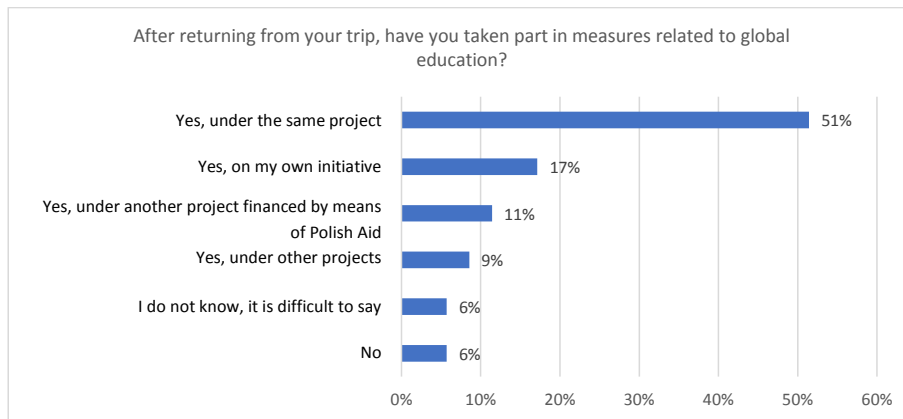
Volunteering

The most important effects of volunteering projects are intangible. Even though project products in the form of brochures, educational materials, etc., were reported in the study, they are of secondary importance. **The fundamental effect of volunteering is actions to improve the quality of life of the host community by providing specific services or sharing competencies and knowledge.** In this approach, the most valuable are projects involving educational and training measures, aimed at preparing representatives of the local community to perform specific types of actions independently. The multiplication effect is noticeable when, for example, the activity of a volunteer in a health centre is accompanied by first aid classes delivered to school youth.

Following the completion of their voluntary service, participants take part in global education actions, most often under the same project. **Interestingly, the conducted study shows that volunteers undertake various types of activities aimed at sharing their experiences, yet not necessarily linking them with the concept of global education.** Actions planned as part of projects take the form of, inter alia, publications (printed, online), exhibitions and photo shows, meetings, speeches, discussions, lectures, participation in conferences and festivals. The foregoing actions are addressed to a wide

range of audiences – from school pupils to university students and adults. At the same time, blogging seems to be quite popular among volunteers – the interviews indicated that it was a form of recording memories and sharing them with family and friends. However, this form was not unequivocally associated with global education. On the other hand, interviews with representatives of organisations sending their volunteers abroad showed that materials created as part of educational initiatives are sometimes used by project promoters for many years – this applies, specifically, to exhibitions and photographs, while indicating the durability of visual materials, especially on physical carriers.

Chart 10. Involvement of volunteers in measures related to global education



Source: own study based on the results of the CAWI survey with volunteers, n=35.

Importantly, **the involvement of volunteers in educational actions seems not to be fully exploited.** Several factors contribute to this fact:

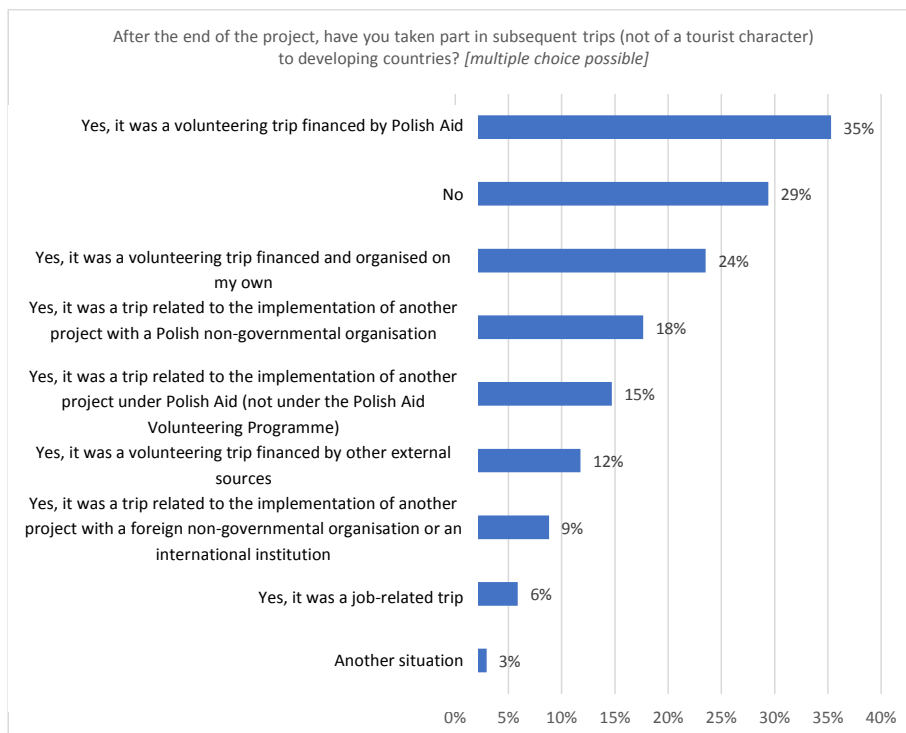
- Insufficient awareness of the importance of global education among volunteers before their departure. For some of them, the implementation of the educational initiative, required for a certain period during the project, was nothing but an unpleasant obligation. However, the collected data shows that after providing volunteering services, this attitude changes and volunteers are eager to share their experiences. This was also reflected in blogging or social media activity, which was not perceived as an educational initiative.
- Insufficient networking of volunteers with entities operating in the field of global education, resulting in an ineffective exploitation of the potential of their experiences and willingness to share them.
- Scattering and frequent singularity of educational measures undertaken as part of projects due to the lack of structured collection of their effects or monitoring of volunteers' later fate.

Bearing in mind the above-mentioned factors, it is worth strengthening measures aimed at making good use of volunteers' experience. **These actions should encompass shaping attitudes towards global education before volunteers make their trips, e.g. through training in intercultural communication, presentation of experiences (including public speaking), or production of materials (text, visual). Developing a database of information about trips, projects, and materials produced (especially those available online) would also be beneficial.** The Polish Aid Volunteering Programme

implementation period to date is a rich source of content which seems too easily fleeting without systematic measures aimed at collecting it.

It is difficult to clearly assess to what extent the implementation of volunteering projects contributes to the development of Polish staff involved in development cooperation. It seems to depend, in particular, upon individual motivations, decisions, and career path. To some extent, the decision to return to a country of the Global South may be considered as confirmation of volunteers' commitment to the case. As few as 29% of respondents decided not to go on another volunteering trip. The remaining 71% of respondents indicated that they had taken part in subsequent trips (not of a tourist character), of which the most – as many as **35% – made their trips under the Polish Aid Volunteering Programme, which proves its attractiveness.** Besides the trips, projects participants also pointed to another kind of actions undertaken after their stay which were related to development assistance – financial support for development initiatives, involvement in volunteering in Poland, activities supporting development organisations in Poland, or taking up a job in this area.

Chart 11. Trips to the Global South countries following the volunteer's participation in the Polish Aid Volunteering Project

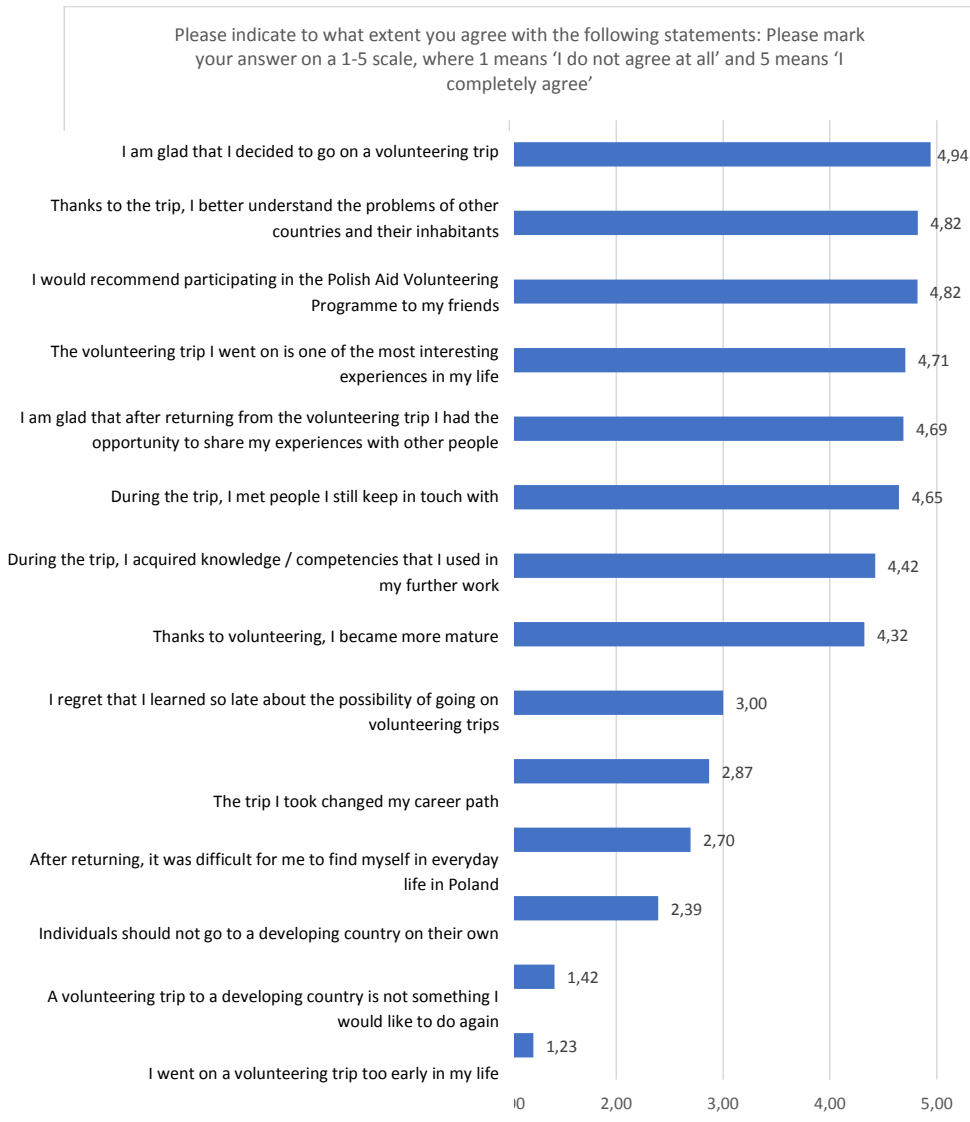


Source: own study based on the results of the CAWI survey with volunteers, n=34.

It is worth emphasising that the participants of quantitative and qualitative research assessed the effects of participation in volunteering projects, in terms of attitudes and experiences, mostly positively. The foregoing is well reflected in the results of the survey in which we asked to indicate to

what extent the respondents agree with a number of statements (see the chart below). **Although going on a volunteer trip is not a factor that commonly changes one’s career, it is often an experience that shapes competencies and attitudes** (to quote one of the respondents – “priorities”) **in future professional life.**

Chart 12. Evaluation of the volunteering experience and its effects in the individual dimension



Source: own study based on the results of the CAWI survey with volunteers, mean for valid answers (n=34), excluding 'I do not know'.

Although less tangible than, for instance, educational initiatives, the effects of the Polish Aid Volunteering Programme are at least as important in the individual dimension. Participation in the Programme contributes to involvement in development cooperation, shapes social responsibility, is important for self-development of personality and builds a sense of empowerment.



Given the small scale of the Programme, its role in educating staff or creating a base of people experienced in implementing actions in countries of the Global South is naturally limited. If these objectives were to be achieved directly, they would require undertaking a different kind of actions, of a systematic and educational character.

Building a community of “graduates” of the Polish Aid Volunteering Programme may contribute to strengthening the effects in each dimension described above – project products, attitudes, and competencies of participants. In this respect, the MFA should take on a supportive role, for example, by organising volunteer meetings, animating informal relations between people preparing for their trips and experienced Programme participants, encouraging networking, holding patronage over the “graduates” association. This would be the role of a “midwife” of the process, simultaneously developing the collective identity of Polish volunteers and their bond with the MFA (not only with the sending organisations).

(...) I think that it is also a matter of greater, kind of more dynamic use, as the potential of these volunteers is not used precisely in the sense that they have not developed the identity of being a Polish Aid volunteer and even the feeling that they belong to a certain elite group in Poland, as it actually is. I also know that some of them got better jobs, (...) they were the ones who got a certain job because they wrote in their curriculum that they have been volunteers.



IDI, representative of the MFA

When commenting on the topic of volunteers’ attitudes, one should also refer to the phenomenon of the so-called voluntourism. This term refers to motivations and attitudes that are inappropriate from the perspective of the values of development cooperation – treating volunteering as a pretext for taking a tourist trip, Eurocentrism, as well as a stereotypical and, as a result, harmful approach to the host community. The participants of the study assessed such cases unequivocally negatively, emphasising the need to accurately identify the motivations and intentions of a potential volunteer due to the potentially negative effects for many sides (both in the place where volunteering service is provided, as well as in terms of communication after volunteers’ return).

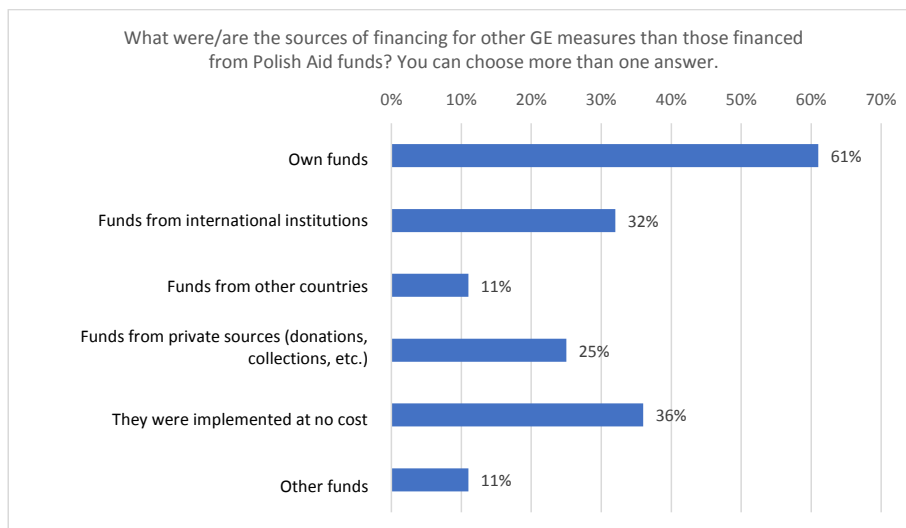
In this study, it was not possible to unequivocally identify cases of voluntourism under the Polish Aid Volunteering Programme. The collected data show that even if this phenomenon occurs, it is very rare, which proves the effectiveness of the selection of volunteers and projects. Educational measures that are undertaken before volunteers’ departure certainly contribute to reducing its scale. Therefore, one should once again emphasise the importance of training courses organised by the MFA (necessary sensitisation, ethical values and emphasising global interdependencies), as well as the of actions taken by sending organisations, as some of them place great emphasis on the selection and preparation of volunteers.

Complementarity and cohesion of measures

Global education

Having experience in implementing global education projects was one of the requirements set out in the call for proposals conducted by the MFA⁹. So, it should not come as a surprise that 70% of the surveyed project promoters participated in two or more global education projects implemented in 2012-2020 with *Polish Aid* funds (MFA). **78% of the surveyed organisations either still conduct or conducted actions related to global education beyond the framework of projects co-financed by Polish Aid funds** – mainly from their own funds (61% of project promoters who implement other GE projects, which constitutes 37% of all surveyed project promoters).

Table 3. Sources of financing for global education actions beyond the framework of Polish Aid projects



Source: own study based on the results of the CAWI survey with project promoters and partners, n=28.

Organisations rely on their own resources (a permanent team of employees and cooperators implements projects), yet they also build resources aimed at supporting global education, e.g. by creating formal and informal networks, forming a permanent team of professional employees and cooperators (including volunteers), introducing elements of domestic or foreign volunteering into global education.

⁹ Such experience is not required from organisations applying for funding in the re-granting call for proposals.

Table 4. Complementarity of global education actions based on the example of two project promoters

Complementarity of actions– examples	
“One World” Association, Poznań	“Sign” Foundation for Christian Culture, Kraków
<p>In 2012-2014, the association implemented GE projects under Polish Aid, while in subsequent years – under the MFA’s re-granting projects (operator: “Education for Democracy” Foundation), but also with the funds from the Poznań City Hall, Erasmus+ Programme, or the European Solidarity Corps. In 2012, the Centre for Global Education was established with Polish Aid funds. Projects implemented in the following years were both a continuation and development of projects conducted since 2012 under the aegis of the CGE in Poznań. In the first year, apart from establishing the CGE, the CGE Library was created and the Global Education Week was organised. In 2014, the GEW included the CEGla documentary film festival on innovative methods developed in countries of the Global South. Workshops or educational cycles for teachers and people working with children and youth in non-formal education were held every year. In 2013, an educational programme for volunteers and the “Wednesdays in Jeżyce” educational cycle (for people of all ages) were added, and in 2014 – educational workshops for children and families (on sustainable development, cooperation, and solidarity), narrative-and-musical performances based on stories from different cultures, as well as a series of open meetings and lectures. Every year, the project aimed to include volunteers (people of all ages), develop and distribute publications, and carry out promotional activities (e.g. information materials, a blog, the “Talking about the World” campaign, photos, articles, and videos).</p>	<p>Since 2006, the Foundation has been carrying out projects financed under Polish Aid, including those related to global education since 2010. Any other measures undertaken by the foundation in the field of GE are financed by the Financial Mechanism of the European Economic Area and the Norwegian Financial Mechanism (e.g. “Refugee, my good neighbour”), the CEE Trust (“Tolerance, acceptance, fascination –multiculturalism is in fashion”, “Library – my favourite place”), the British Council (“Multiculturalism on a daily basis – materials for teachers”), as well as the two-year GE programme addressed to educators working in day care and community centres. Since 2012, six GE projects have been implemented that aimed at conducting in-class training courses for teachers and librarians, workshops for youth and children from primary schools, as well as events/lessons as part of the virtual Global Education Week. Furthermore, the organisers developed for example, materials for librarians and a comic book for children (2014-15), an interactive world atlas (2015), and lesson plans (“Paths of development” 2016, Tool-Room of Global Education 2018). Following the distribution, the publications were published on the Internet and some are still available in hard copy. In 2014, local non-formal GE centres were established in public libraries, e-learning training was introduced in 2018, and a Summer School was organised in 2019.</p>

Source: own study based on case studies.

Cooperation with other entities is also essential – locally, regionally, nationally, and internationally, including collaboration within major European projects, thanks to which the synergy effect arises.

Table 5. Cooperation in the field of global education based on the example of two project promoters

Cooperation with partners – examples	
“One World” Association, Poznań	“Sign” Foundation for Christian Culture, Kraków
As part of three GE projects co-financed by <i>Polish Aid</i> , the association formally cooperated with several national partners (the J. Mehoffer Turek City Museum, the Polish Theatre in Poznań, the “SztukaPuka” Studio, the Weaving Craft Museum in Turek), as well as with an international partner (Oxfam Novib). In addition, the association established collaboration with local organisations (schools in Poznań and the Wielkopolska region, NGOs, public institutions and companies) and with other entities – in Poland (e.g. the Zagranica Group, the Polish Humanitarian Action) and abroad. The two-year partnership with the Dutch organisation “Oxfam Novib” rendered the participation of experts from Mexico, Laos, and Brazil in the project possible.	As part of seven GE projects co-financed with <i>Polish Aid</i> funds, the foundation formally cooperated with one partner – the Regional Public Library in Kraków, yet in practice, it also collaborated with district and municipal libraries. What is more, the foundation cooperated with the Education Development Centre (when recruiting teachers for projects and distributing publications), the Polish Humanitarian Action, and the “Polish Green Network” Association (in connection with the organisation of the virtual Global Education Week), and participated in the evaluation of teaching materials moderated by the “Zagranica” Group (with the participation of, among others, the Polish Humanitarian Action).

Source: own study based on case studies.

Some organisations operate within the “Zagranica” Group. The MFA is an important partner – especially since the former Ministry of National Education does not hold its own competition dedicated to global education – the interviewees perceive the “Global Education” call for proposals as an initiative of the MFA (although, formally, the Ministry of Science and Higher Education is also involved in it).

If only we had more resources, that the MFA is doing something else, I do not know, for example, the Ministry of National Education holds its own competition, “Global education at school”, this would introduce some diversity, and here we are all throwing ourselves into work (...) and it is a tight squeeze.



IDL coordinator

Volunteering

The Polish Aid Volunteering Programme represents an important source of funding for Polish non-governmental organisations which are active in the field of volunteering in the Global South countries. **Despite restrictions related to the total amount of funds available under the calls for proposals, which translate into a relatively small number of supported projects, the stakeholders pointed out in the study that the funds available for a single project render its implementation more comprehensive.** Financing from the MFA funds allows paying for volunteers’ health examinations and vaccinations, transport to and from the destination country, and ensures a relatively comfortable stay there. Daily allowances for volunteers are also a distinguishing feature of this tool. Thanks to these possibilities, the Polish Aid Volunteering Programme is the preferred source of financing for

volunteering initiatives, in particular for organisations that base their operations on funds accumulated through fundraising, collections and donations (which seems to be the model most commonly pursued by organisations related to the missionary activities of the Catholic Church).

Funds obtained from individual, private sources provide funding for both hosting organisations, as well as for organisations sending their volunteers in periods when projects supported by the MFA are not implemented (which is inevitably linked to the schedule of calls for proposals). According to the survey participants, numerous entities found these funds insufficient to implement certain measures to the desired extent. It seems that due to limited competencies, resources (administrative, time), or formal possibilities, it is often beyond project promoters' reach to obtain funds from other sources or from other donors. Merely a few Polish NGOs are professionalised enough to be able to obtain funds from European mechanisms supporting development cooperation.

The relationship potential of the entity (project initiator or partner), that is functioning in cooperation networks, is especially important for the complementarity and cohesion of actions carried out as part of volunteering projects. Under the Polish Aid Volunteering Programme, this is probably most noticeable in the case of missionary organisations, which, thanks to relations with numerous missionaries that adjusted to local communities, can carry out both systematic and parallel activities in many locations. In turn, the partners (in this case – missions) gain access to a broad range of potential volunteers, as well as to administrative and organisational support from missionary organisations. In addition, close cooperation within the network allows flexible and quick reaction to unforeseen situations or problems – e.g. by changing the place of volunteering services.

Measures aimed at establishing cooperation and developing competencies in this area could contribute to the development of the Programme itself, as well as of the capabilities of Polish NGOs. The MFA and Polish diplomatic missions also have an important role to play here, since, due to their institutional potential and relations with many entities that result from it, they could help in establishing contacts among local partners or other entities of development cooperation. Furthermore, the transfer of knowledge between Polish non-governmental organisations would also be beneficial – supporting less experienced entities by “older colleagues”, however, this is an area on which the Contracting Authority has a limited influence. Nevertheless, studies show the potential of such measures:

I think that this is an interesting project, proposal, but I do not know if due to some competition (...) it would be possible to achieve alignment of interests between these organizations (...). Even the ideological ones at the moment, it prevents us from doing anything good, that an organization which is typically gender-oriented, will draw on experience of an organization that has such a more religion-oriented profile. Well, that is the problem. It seems to me that the MFA programme will not succeed if there are no competent, strong, responsible non-governmental organizations which are genuinely involved in development cooperation, which have both ideas for these projects and partners in developing countries who would clearly define their needs.



IDI, representative of the MFA

At this point, it is also worth referring to the internal complementarity within the MDCP, because **synergy and strengthening positive effects of actions emerge, in particular, where various types of**

project initiatives are implemented, including measures supported both under the Polish Aid Volunteering Programme and under development projects. As a result, the support becomes more comprehensive and continuous, which increases its effectiveness, usefulness, and durability.

The elements that were identified as constitutive for a model volunteering project in the course of the analyses are presented in the diagram below.

Diagram 3. Elements supporting the effectiveness, usefulness, and image effects of volunteering actions



Source: own study.

Effects of projects in terms of Poland's image

Global education

The question about creating a positive image of Poland as a donor of development cooperation in the context of global education caused consternation among organisations implementing projects – this was mainly because it is **the aftermath of the former paradigm of development education**.

Development education was there for citizens of already developed countries, those with large budgets, to understand why we spend money from our budget on actions taken abroad and on helping people far away in the world. (...) However, in my opinion, global education should not be about it and its providers should be very careful not to make it this way. Because if we think about it as a tool of promoting Poland, to make people think that Poland is a nice country, since it gives money to others, those poorer and weaker, then we build this kind of perspective that we have the privilege of being richer, better, wiser, and we can share our money a little.



IDI, coordinator

By contrast, **the global education paradigm has different goals – to build respect, equality and understanding**, and aid efforts are not at its centre. That is why global education should not promote Poland as a donor of development cooperation but show interdependencies instead of single-track aid measures. Therefore, as part of global education, one should not talk about Poland, but about other countries.



Within the framework of global education (...) one could focus more on making people understand the world better and be able to face what awaits us in the coming years due to the changes that are taking place. We could promote the Sustainable Development Goals Agenda, but we shall not promote Poland as a country that has funded several schools and a few wells, because (...) we should see that the volume of Polish Development Cooperation, as a whole, is really micro-sized. (...) Maybe we shall just focus more on improving our quality and effectiveness than investing in promotion.



IDI, coordinator

Volunteering

As far as the Polish Aid Volunteering Programme is concerned, it is difficult to talk about a significant correlation between supported measures and Poland's image as a donor of development cooperation. This is primarily due to a relatively small scale of undertaken actions. **The effects of the projects are visible locally – especially in places where support under the Polish Aid Volunteering Programme has been continued over many years, as well as reinforced by projects financed by means of other MDCP tools. Visibility on a supra-local scale is constrained.**

The continuity of measures and their multi-faceted nature contribute to the maximisation of image-building effects, as well as to the increase in the effectiveness and usefulness of the measures. There are several elements that make up a model solution in this area – these are presented in Diagram 3. The effects may also be strengthened by creating opportunities for the implementation of longer-lasting volunteering projects that contribute to the regularity and continuity of measures (currently, projects are only implemented in the third and fourth quarters of the calendar year), as well as by increasing financing, which will allow expanding the group of final recipients of project measures. **Polish diplomatic missions and representative offices may play a special role in the context of creating Poland's image in recipient countries.** These are units that develop relations with the administration level which is inaccessible to organisations which host and send their volunteers, as well as with representatives of the business sector or the media. They also carry out their own actions in terms of development cooperation. Therefore, they are natural candidates to act as communication coordinators for initiatives of broadly understood Polish support in this area. Such activity could take the form of regular actions to promote initiatives supported by Poland, e.g. organising events or preparing and publishing collective media materials. They can also undertake measures aimed at finding local partners for Polish organisations and *vice versa*. Nevertheless, since they have limited human and financial resources, it seems that the effective fulfilment of such a role would require additional support.

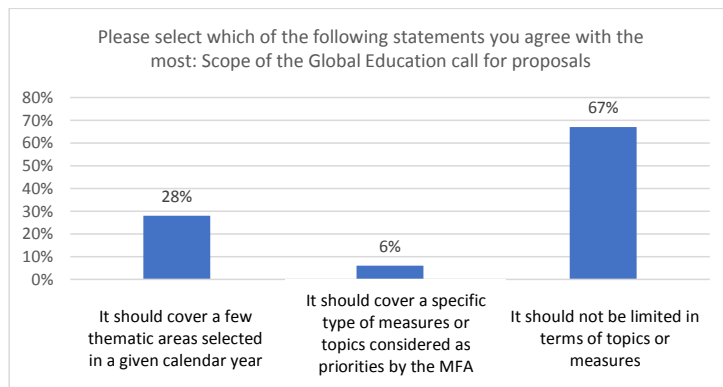


2.4. Initiatives undertaken in the context of changes in the surrounding reality

Global education

The solution preferred by the majority (67%) of project promoters is the thematic flexibility of the call for proposals.

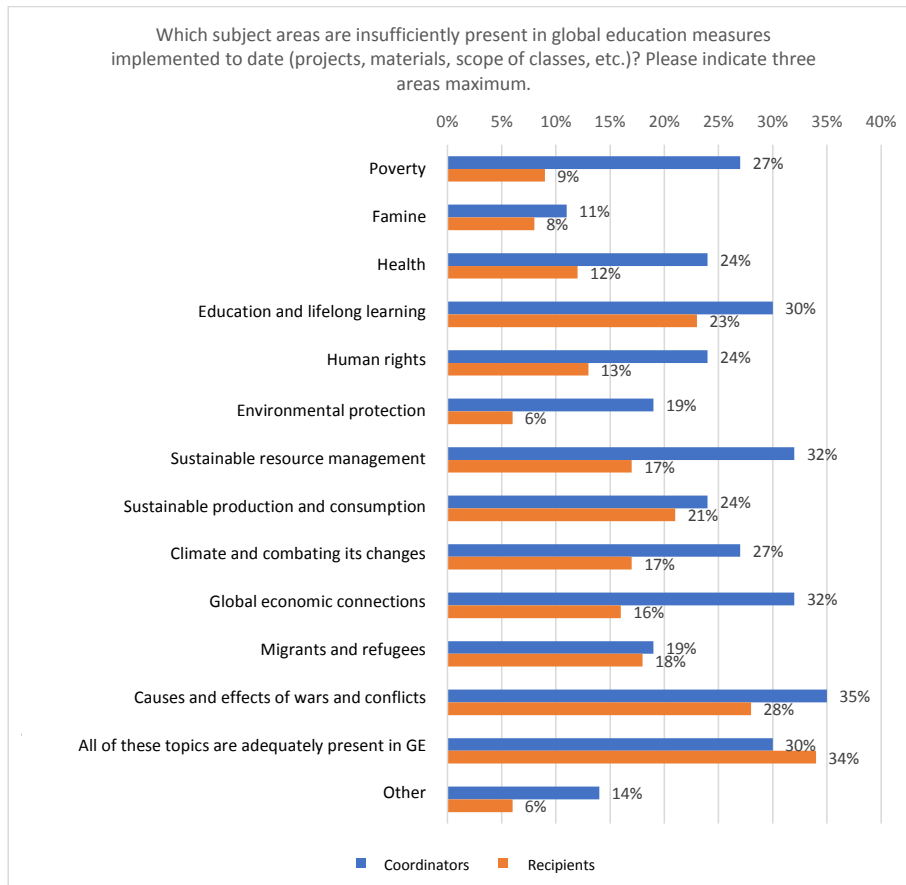
Chart 13. Thematic scope of the Global Education call for proposals



Source: own study based on the results of the CAWI survey with project promoters and partners, $n=36$.

Project promoters (coordinators and partners) notice the insufficient presence of certain topics in GE initiatives to a greater extent than project recipients.

Chart 14. Insufficient presence of topics in global education projects



Source: own study based on the results of the CAWI survey with project promoters and partners, n=37, and recipients, n=109.

At the same time, **no topic on the list was said to be completely absent from global education measures. In the surveys the following topics were most frequently indicated as those which were insufficiently covered: causes and effects of wars and conflicts, global economic connections, sustainable resource management, education and lifelong learning, or poverty.** Interestingly, during the interviews (when no questions on the topics from the above list were asked), respondents considered **climate change and the refugee crisis**, i.e. the topics that are also most often present in the public discourse, to be lacking. Sometimes, **the pandemic** was mentioned as the third **topic that perfectly illustrates global interdependencies.** Other topics that are scarcely present in global education included: access to justice for all and building effective, transparent and open institutions; deepening inequalities in the world; gender inequalities; discrimination against sexual minorities in various countries, including Poland. However, what coordinators and implementers primarily pointed out was **not so much the insufficient presence of certain topics, as insufficient attention paid to ethical aspects and global interdependencies in presenting them.**

There were also opinions that such reflection on the objectives and values of global education should first take place at an inter-sectoral level (with the participation of non-governmental organisations, representatives of the MFA, MNE, MSHE, the Ministry of Climate, the EDC), and the conclusions should first be included in the objectives set out in the Multiannual Development Cooperation Programme, and then in the assumptions of the *Polish Aid* calls for proposals of the MFA. Only then may the discussion revolve around specific projects, entities, or people delivering global education. Without conducting a comprehensive discussion on how to deliver global education more effectively and in what direction it should be developing, any changes in the call for proposals assumptions will be merely cosmetic or may entail the risk of departing from the essence of global education in favour of promotional measures.

For the MFA and for us in general, it could be a space for learning together which, perhaps, in the end, would result in us, for example, taking a closer look at the definition of global education. We would think: “OK, it has probably been 9 years since the definition of global education was phrased. Maybe it would be worth changing it a little because the world has changed?”, (...) how this global education is shown in Polish Development Cooperation plans, in the multiannual programme, where is its place, what is its place, is it just to expand mass awareness and focus only on informing, or maybe is it to take a more critical, deeper or more action-oriented approach, on activism, on some civic activities.



IDI, coordinator

The deliberations of project promoters on implemented initiatives show that global education should be delivered on a long-term basis, not *ad hoc*. To this end, modular projects and multi-annual actions should receive more support. An additional advantage of long-term measures is the reduction of problems that result from the fact that applying and settling projects within one calendar year (which is understandable due to the logic of financing) is inconsistent with the functioning of formal education institutions (from September to June next year). Numerous interviewees pointed out that the continuity of projects implemented in schools is “broken down” during summer holidays, no project actions are held in the first months of the new calendar year (the second semester of the school year), and, additionally, there is an accumulation of activities at the end of the calendar year. **As many as 70% of the surveyed project promoters positively assess the possibility of implementing modular (long-term) projects and believe that this mechanism should be maintained in subsequent editions of the call for proposals.**

Organizations dealing with global education in Poland need greater stability and predictability as regards the possibility of obtaining funds for their activities. Modular projects, including but not limited to those that allowed obtaining own contributions, constitute an important element of support. (...) Global education is not interesting extracurricular classes, but a compulsory component of solid citizenship education, which should be available to everyone.

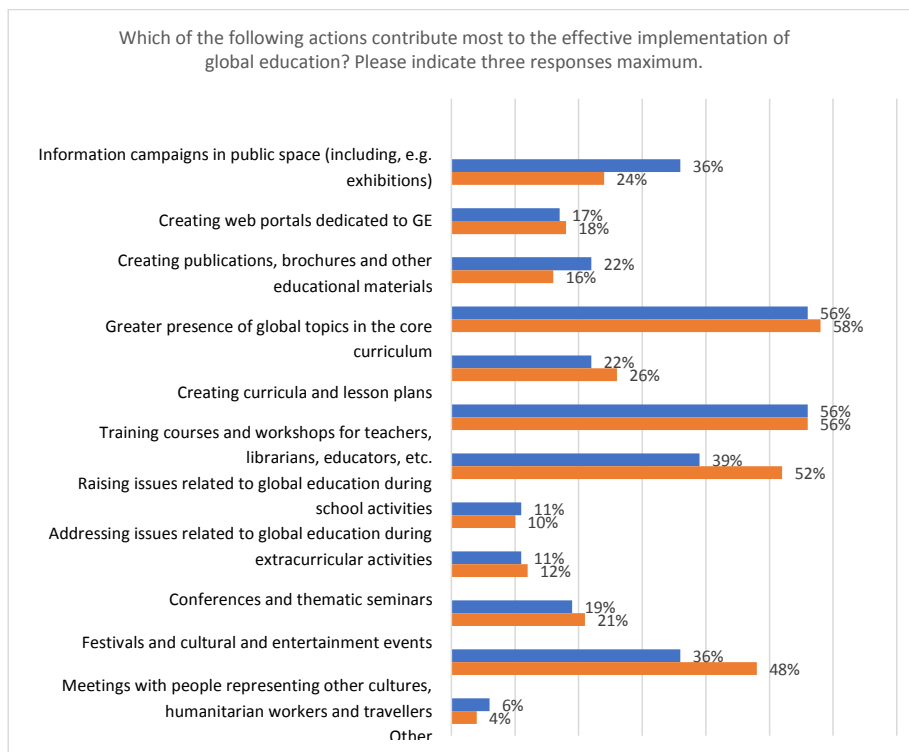


CAWI, project promoters

Long-term measures, especially those implemented as part of formal education – in schools, kindergartens, and during lessons, primarily foster the sustainability, effectiveness and universality of global education. Hence it is so important to prepare teachers and educators to deliver GE. The experiences of the “One World” Association show that “acting, cooperating, or doing something together and repeatedly” as part of global education projects works simply fine, therefore GE actions should be organised as a series of events (not one-off events) and should contain integrating elements.

What also favours the long-term character of delivering global education is less emphasis on new actions and new groups of recipients when compared to the continuation of the existing types of actions and investing in the development of teachers’ or educators’ competencies in a perspective longer than one project, e.g. when the same people can take part in basic training (for beginners) in one year, and advanced training in following years. Such a model is developed by the “Sign” Foundation – project measures are carried out in a cascade, and the participants are both teachers who have previously participated in the foundation’s projects (to refresh and broaden their knowledge) and new ones (to develop commitment and competences). This formula combined training courses and workshops with participants’ own work (something like “homework”). First, teachers or librarians gain knowledge and experience by working with experts, and then they conduct workshops on their own in their schools. Some of them developed their own plans or educational innovations in the field of GE and conducted workshops not only for students, but also for teachers and parents. Following their completion, numerous participants of training courses or workshops still deliver GE in their schools, libraries, or communities. The foundation’s experience shows that training courses should have different levels of difficulty (basic and advanced training) and if they are in-class courses (which is the preferred form), then, during the school year, the best time for meetings is Friday plus weekend (during weekdays it is not possible for teachers to come for a 3-day training course). Any paper teaching materials for teachers should be stapled, not glued, in an A4 format and printed in black and white (without photos), as it makes it easy to photocopy worksheets or scripts. Conducting evaluation research is also a good practice (e.g. a survey and observation during training) as well as introducing changes in subsequent editions, based on the conclusions drawn from such research, e.g. by using the workshop method and learning through experience in the case of workshops for youth.

Chart 15. Preferred forms of actions in the field of global education



Source: own study based on the results of the CAWI survey with project promoters and partners, n=36, and with recipients, n=109.

Informal and non-formal education are also important, but rather as complementary, action-oriented measures when compared to formal education (e.g. events organised as part of the Global Education Week). Therefore, efforts should be made to continue the EDC “Global Education Leaders” project – especially in the context of the above-mentioned insufficient presence of GE in the core curriculum. Although only some schools participated in the project, the nationwide network of teacher training centres and the regional networks of GE leaders are an important resource supporting the dissemination of GE in formal education, as it was mentioned earlier on. In turn, information campaigns should be targeted at adults and the general public.

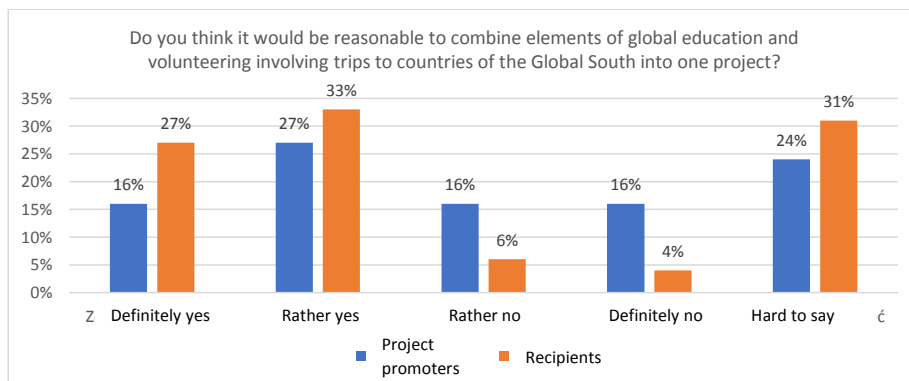
Creating long-term educational programmes in cooperation with school institutions and running long-term information campaigns in the field of global education for adults (the threads of global economic education, cooperation with mainstream media in order to include reliable materials showing not only the effects of global inequalities, i.e. poverty, but also the causes of this condition, i.e. unfair trade policies, geopolitical issues, reliable information on migrations, etc.)



CAWI, project promoters

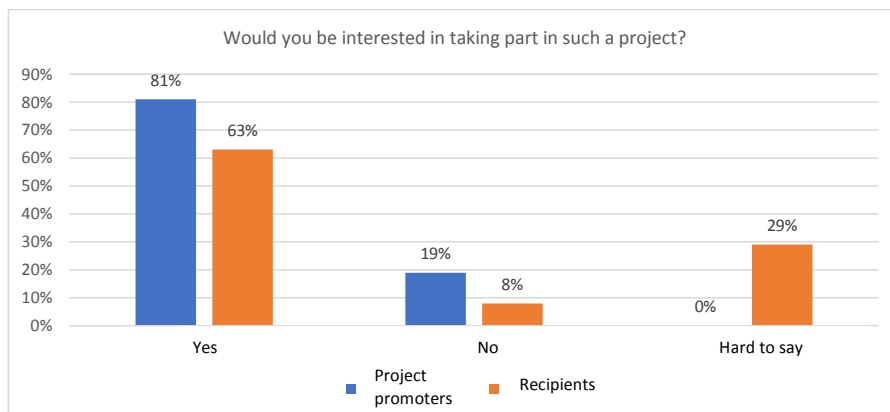
When probing the potential directions of changes, the respondents were asked whether it would be reasonable to combine elements of global education and volunteering involving trips to countries of the Global South into one project. Not only project promoters and participants of volunteer projects, but also participants of global education projects talked spontaneously about volunteers' participation in GE actions. Such participation was possible, for example, as part of the EDC project (volunteers took part in events at schools – they talked about their experiences of staying abroad). From the point of view of coordinators and teachers, **the participation of volunteers in global education measures was attractive as a testimony, giving credibility to the specificity of the country visited, and thus they would be glad to see a combination of global education and volunteering into one project.** The relatively large number of undecided people in both groups (24-31%) proves that **the idea of combining volunteering and global education into one project is not that obvious when it comes to its target formula.** While the recipients of measures, e.g. teachers who had previously hosted volunteers in their schools, automatically interpreted this combination in this way, others wondered whether it would involve, for example, students or teachers leaving for another country. **In turn, project promoters more often than recipients raised their doubts whether such a combination is justified, yet in both groups support for this idea outweighed scepticism.** Moreover, a vast majority of the respondents would like to take part in such a project.

Chart 16. Assessment of the reasonableness of combining volunteering and global education into one project



Source: own study based on the results of the CAWI survey with project promoters and partners, n=37, and recipients, n=109.

Chart 17. Readiness to take part in a project combining volunteering and global education



Source: own study based on the results of the CAWI survey with project promoters and partners, n=16, and with recipients, n=65.

When asked what measures could be carried out as part of such a joint project, **the recipients of global education projects and the coordinators gave quite general answers that it is about providing help or education** (e.g. “the basis”, “all children”). Nevertheless, an exemplary thematic scope was also pointed out: health, promoting rational management of natural resources, agricultural production, production of clothing, anti-discrimination and debunking stereotypes, climate and environmental protection.

Table 6. Potential actions under a project combining volunteering and GE

Examples of potential actions under a project combining volunteering and global education	
Actions carried out abroad:	Actions carried out in Poland:
Cooperation with schools (e.g. student and educator exchange), training of local teachers, medical and humanitarian aid, reconstruction or construction of infrastructure (wells, buildings, schools), planting trees, documenting the situation in these countries and pointing to remedial measures, volunteering in refugee camps, English language teaching.	Meetings with participants of volunteer projects, fundraising, product collections, charity concerts.

Source: own study based on the results of the CAWI survey with project promoters and partners, n=10, and with recipients, n=55.

The table above presents ideas that both project promoters and recipients came up with. As it can be seen, there are also examples that are contrary to the idea and values of GE (such as fundraising, product collections, charity concerts), but which are also quite typical action measures carried out in schools or by students as part of extracurricular activities. The foregoing shows that awareness of GE

objectives and values is still low – even among people who have had contact with GE. An idea that was put forward quite often was **cooperation with schools from countries of the Global South**, e.g. mutual exchange of students or educators (study visits to partner schools) or remote cooperation between schools. On the other hand, when it comes to measures carried out in Poland, respondents most often talked about **meetings with participants of volunteering projects abroad**.

First, meetings with people from the Global South here in Poland, learning about their customs and basic language phrases of the indigenous people. Youth volunteering, e.g. for a month, (...) I would like to go myself, but I have concerns about the constantly changing political and (now) epidemic situation. Such a trip should not be dangerous, yet nobody can predict what happens.



CAWI, recipient

However, some project promoters (coordinators, partners, implementers) were more sceptical about this idea – in their opinion, volunteers' participation should be better planned and implemented in accordance with global education values.

Good quality global education involves being heard and going to a country such as Uganda in order to record good videos or make contacts with people who could later support our educational work in Poland, rather than to organize such meetings about what we have seen, because we will never get rid of our Eurocentric perspective. And it would not be something we could call the truth about the world or understanding of this world, because we will always speak from the perspective of a white, educated person, with some social and economic capital. So, I would be afraid that these projects could go this way and that it could be not the global education I have been talking about for years, so it would have to be done very wisely in terms of factual knowledge.



IDI, coordinator

Participation of volunteers in global education projects conducted in the country **would require preparing them to deliver global education based on their own experiences, and earlier on – preparing them for the trip so as to sensitize them to the pitfalls of volunteering.** It is mostly recipients who find the idea of combining global education and volunteering into one project attractive, but one should remember – as project promoters emphasised during the interviews – that few Polish NGOs deal with global education and volunteering at the same time (e.g. the Polish Humanitarian Action, the “One World” Association, the Salesian Missionary Volunteering). Therefore, **the volunteering component of such projects should be optional, not mandatory.** It seems that **the first step should be to introduce a global education perspective into volunteering projects abroad** (preparing volunteers before departure – sensitisation, taking ethical values into account, and emphasising global interdependencies), **and the next step – to ensure networking between organisations sending their volunteers and global education providers, including preparing volunteers to conduct GE after their return.**



Volunteering

When talking about tailoring volunteering measures to the changing environment, one should bear in mind that they are aimed at the basic needs of people in the Global South countries. Consequently, the scope and character of actions, as well as the tools used, are relatively constant. **The quality of adjusting the project to reality is to a greater extent a derivative of the diagnosis – understanding the needs of recipients and the possibility of implementing specific measures – than of the dynamics of reality changes** (which is minor). Adjusting is best in case of projects whose development involves an entity or person well grounded in the local context (the so-called *key individual*). It is through contact with such a partner that the project promoter (and thus the donor) can determine whether or not the repetition of implemented measures is necessary to meet the still existing needs, or whether the measures should evolve and be directed to another area.

Perhaps the most important change for volunteering in the period covered by the evaluation was ceasing to support short-term trips. According to the study participants, it was an unfortunate decision. In practice, it restricted the possibility of implementing projects that involved volunteers with specialist competencies who, due to their professional duties, could not afford going on a trip lasting more than a few weeks. The resulting gap has not been fully replaced by measures financed from sources other than the Polish Aid Volunteering Programme. Specialists can provide knowledge, competencies, and services which are unavailable to local communities – for example in the field of vocational training and entrepreneurship development, spatial planning, architecture and urban planning, and finally, healthcare. The need – but also the possibility of effective implementation – for such support is especially evident in places where Polish Aid projects have been implemented for many years and are subject to gradual, constant development, alongside the changes in the needs of local communities (thus also alongside the evolution of support priorities).

From the perspective of achieving the MDCP objectives, the return to supporting short-term volunteering and the introduction of a “specialist path” by the Ministry of Foreign Affairs seems justified. A good example of how to organise such volunteering is the solutions of the German organisation “Senior Experten Service” (SES), whose operation is based on a demand-driven approach – keeping a “database of experts” and adjusting the services and duration of volunteering to the needs of a specific recipient. Introducing this type of path may require adopting an agency-based model of institutional embedding of support in the field of development cooperation¹⁰ or selecting a support operator. It is because flexibility and the possibly fastest response to reported demand are important factors. It should be emphasised that to ensure the quality of short-term volunteering, both careful selection and appropriate preparation of participants are particularly important. This poses specific challenges to the support system and the entity organising it. However, this is a path worth considering – assuming that a proportion of funds currently earmarked for volunteering is not used up due to a limited number of good quality “medium-term” projects, the short-term path may allow the remainder of the funding to be adequately distributed.



¹⁰ The agency-based and ministerial institutional model is presented in an accessible way in: Korowajczyk-Sujkowska, M., “Analysis of institutional systems of development cooperation in selected European Union countries. Opportunities, challenges, and conclusions”, in *Polish development cooperation. 2019 Report.*, Grupa Zagranica, Warsaw: 2019.

The conducted study shows that, **apart from the low financial value of volunteering support, the key restriction is the schedule of calls for proposals and project implementation, resulting from financing by means of the special-purpose reserve of the state budget.** In practice, volunteering projects are carried out in the third and fourth quarters of the calendar year. Therefore, Polish Aid appears to be a seasonal undertaking, vanishing from the place of support once the new year comes.

To fully use the potential of Polish non-governmental organisations, as well as of potential volunteers, it is necessary to create a framework for project planning over several years. During the period covered by the evaluation, there were cases where organisations were surprised by a change in the list of countries covered by the annual plan, and volunteers could not go to the country their preparations were originally targeted at. Therefore, it is recommended that directions and thematic areas should be developed in advance and in cooperation with sending entities that have the knowledge of the needs and possibilities of implementing measures in specific Global South countries (including relations with partners and volunteers). This will contribute to increasing the effectiveness of implemented actions, as well as to improving the quality of cooperation among the Polish development cooperation environment.

The reason for narrowing the list of countries beneficiaries of the volunteering programme in the period covered by the evaluation was the desire to increase the cohesion and complementarity between the geographical priorities of the Polish Aid Volunteering Programme and priorities set for other tools of Polish development assistance. This is a reasonable intention, given the relatively low volume of funds allocated to the Programme. The conducted study shows that project promoters, although initially critical of narrowing down the list, with time accepted this change. However, one should be aware that any shortening of the list of target countries limits the number of potential volunteers and, consequently, the number of submitted projects. From the perspective of the effectiveness and utility of the support, further narrowing of the Programme might bring about negative effects. **It is worth considering precisely the opposite solution – supporting the potential of project promoters in cooperation with host entities, education and training of volunteers, and gradual expansion of the list of countries covered by volunteering.** These measures should be accompanied by an increase in the amount of funds allocated to the Programme.

3. Conclusions and recommendations

1	<p><i>Conclusion, substantiation of the recommendation</i></p>	<p>Global education is not properly anchored in the core curriculum of the Polish education system. Although the core curriculum contains a reference to certain elements of global education, such as shaping an open attitude towards the world and other people or disseminating knowledge about sustainable development, the concept of global education itself is absent from it. This applies to all educational stages. The result of this situation is teachers' low awareness of the idea of global education and the way it is conducted, and lack of motivation to look for information on this subject. (pp. 12-13, 25, 30)</p> <p>Indicating the role and place of global education in the core curriculum will contribute to its promotion and dissemination, and will encourage teachers to include global issues in their lesson plans.</p> <p>Global education also rarely appears in the educational offer of pedagogical studies. (p. 25)</p> <p>The scale of activities undertaken in this direction is insufficient for the concept of global education and the methods of conveying related content to widely register in future teachers' consciousness.</p>
	<p><i>Recommendation</i></p>	<p>The place of global education in the core curriculum of all educational stages should be indicated and emphasized. It is also recommended that global education should be obligatorily introduced into programmes of pedagogical studies.</p>
	<p><i>Recommended method of implementation, addressee</i></p>	<p>The concept of global education should be introduced in the core curriculum of all educational stages, its main goals and the possibilities of implementing it within individual subjects should be indicated. It is not recommended to create separate subjects dedicated to global education.</p> <p>Moreover, information on the concept of global education itself, its goals, assumptions and methods of introducing into the classroom should be a compulsory element of programmes of pedagogical studies. Students should receive information about the concept of global education, existing sources of information and thematic studies, and should be pre-trained in noticing global interdependencies and ways to identify and explain them when working with children and youth.</p>

		<p>It is suggested that the MFA initiate actions to implement the recommendation by establishing dialogue with the Ministry of Science and Higher Education on this matter.</p> <p>Ministry of Science and Higher Education</p>
2	<i>Conclusion, substantiation of the recommendation</i>	<p>The lack of a complete, available knowledge base on global education projects co-financed by the Ministry of Foreign Affairs hinders promoting good practices and avoiding errors in education and information. (page 27)</p> <p>Collecting information on all implemented projects in one place would allow the promotion of good practices related to global education and provide the opportunity to obtain information on the activities of individual organisations and institutions in this field, which would allow efficient networking of future cooperation between project promoters, partners and individual experts.</p>
	<i>Recommendation</i>	It is recommended that an information base be created on all implemented global education projects.
	<i>Recommended method of implementation, addressee</i>	<p>Creating a portal containing information on all projects implemented under the "Global Education" call for proposals, activities undertaken within their framework and their effects will allow the creation of a generally accessible catalogue of good ideas and practices. The portal should also contain links to created products, photos and reports of project participants.</p> <p>DDC MFA</p>
3	<i>Conclusion, substantiation of the recommendation</i>	<p>One of the intangible products of completed projects is networking. (page 29)</p> <p>Networking significantly strengthens the durability of project effects and promotes the multiplication of products.</p>
	<i>Recommendation</i>	It is worth supporting projects that create new networks, but also those that use existing ones (e.g. EDC global education leaders, Grupa Zagranica) – on a local, regional or national scale.
	<i>Recommended method of implementation, addressee</i>	In the call for proposals procedure, it is worth introducing changes to the call for proposals regulations and at the stage of substantive evaluation give additional points to projects that create or use existing networks and coordinate their functioning, as well as to projects implemented in partnerships (formal or informal).

		DDC MFA
4	<i>Conclusion, substantiation of the recommendation</i>	<p>The combination of volunteering and GE in one project is promising, because it can bring additional benefits (e.g. establishing cooperation of a Polish school with a school abroad that is visited by volunteers, volunteers' participation in national GE projects), but it is sometimes assessed sceptically. (p. 52)</p> <p>Voluntourism and volunteers' Eurocentric perspective contradict the idea and values of EG.</p>
	<i>Recommendation</i>	Combining volunteering and GE in one project is a good direction for the development of calls for proposals, but it should be one of the paths (an option), not a change affecting all volunteering or GE projects. Volunteers' participation in GE activities should be well-planned, in particular with regard to preparing them for their stay in the host country as well as participation in global education upon their return.
	<i>Recommended method of implementation, addressee</i>	<p>Before departure, volunteers who would participate in GE should be educated in the basis of GE and sensitized to potential dangers of perpetuating stereotypes and not recognizing global dependencies. Volunteers who would like to get involved in conducting GE after their return should be prepared to do it. The MFA could initiate and support such activities, but their implementers should be primarily organisations.</p> <p>DDC MFA, sending organisations</p>
5	<i>Conclusion, substantiation of the recommendation</i>	<p>The reflection of current and potential global education organisers (e.g. the Ministry of Foreign Affairs, the ministry responsible for education and higher education) and entities implementing GE projects (non-governmental organisations, schools, teachers and educators) on the directions of development and optimal ways of running GE is insufficient. (pp. 45-46)</p> <p>Without such reflection, it is difficult to talk about long-term implementation and improvement of GE quality.</p>
	<i>Recommendation</i>	Lessons should be drawn from the experience of implementing and evaluating GE projects and its objectives and forms should be updated or redefined in the course of cross-sector discussion and cooperation. This report contains conclusions and recommendations that the MFA may use in planning and implementing subsequent global education programmes.

	<i>Recommended method of implementation, addressee</i>	<p>The discussion on the goals, values and forms of GE should take place across sectors, and conclusions should be included in the regulations of Polish Aid calls for proposals of the MFA, annual plans and at the operational level of GE projects. The MFA could inspire such a discussion, and it should be hosted by the Ministry of Science and Higher Education. It is worth inviting non-governmental organisations operating in the area of GE (e.g. those that took part in the working group meetings with the participation of the MFA) and EDC project coordinators, who still play the role of GE leaders in their regions (in order to transfer conclusions from such discussions to formal education institutions).</p> <p>DDC MFA, Ministry of Science and Higher Education, network of EDC global education leaders, non-governmental organisations active in the field of GE</p>
	<i>Conclusion, substantiation of the recommendation</i>	<p>The reflection and experience of project promoters indicate a potential direction of GE development in Poland, but it is necessary to create conditions for using them – by including provisions that promote long-term activities, such as modular projects, in the descriptions of subsequent programmes or calls for proposals. (pp. 46-48)</p>
6	<i>Recommendation</i>	<p>GE should be conducted on a continuous basis, not ad hoc, it should be of a permanent character. The sustainability, effectiveness and prevalence of GE are primarily reinforced by long-term activities.</p>
	<i>Recommended method of implementation, addressee</i>	<p>The implementation of this recommendation should be based on supporting modular and long-term projects by the MFA and putting formalized efforts into making the Ministry of Science and Higher Education introduce global education to the curricula. Less emphasis should be put on new activities and new groups of recipients compared to the continuation of the existing types of activities and investing in the development of teachers' or educators' competences in a perspective longer than one project, e.g. when the same people can take part in basic training in one year (for beginners), and in advanced training in following years.</p> <p>The continuation of the EDC global education project is also worth considering (in the formula tested in the "Global education. Education leaders for development" project or in a new one, established by the MFA together with the Ministry of Science and Higher Education and the EDC, regarding these two entities as responsible for this kind of project) - due to the importance of</p>

	<p>introducing and supporting GE in formal education on a national scale. In addition, GE information campaigns for adults should be carried out.</p> <p>DDC MFA, Ministry of Science and Higher Education, EDC</p>
7	<p><i>Conclusion, substantiation of the recommendation</i></p> <p>Due to the small scale and financial value of the Polish Aid Volunteering programme, obtained results (effectiveness, the image-building dimension) are limited, and the potential of the volunteers is not exploited. (pp. 18-20,43)</p> <p>The amount of funds allocated by Poland to development cooperation differs from the commitments made at the international forum. This translates directly into actual opportunities to act in the field of volunteering. Achieving the ambitious goals expressed in the Multiannual Development Cooperation Programmes is doubtful with the planned funds. (pp. 18-20, 53-54)</p>
	<p><i>Recommendation</i></p> <p>It is necessary to make efforts to fully use the available funds allocated to the Polish Aid Volunteering programme, and in the longer term also to increase this amount. In order to use the funds, the list of countries covered by the programme should be extended.</p>
	<p><i>Recommended method of implementation, addressee</i></p> <p>Despite the difficulties, efforts should be continued to increase the amount of funds allocated to development assistance to 0.33% of gross national income and to proportionally allocate an adequate part of these funds to support volunteering. Achieving the indicated level of financing should be a long-term goal. In the short term – over the next few years – it seems reasonable to allocate more than PLN 2 million to the Polish Aid Volunteering programme, which will enable the co-financing of sending about 50 volunteers abroad.</p> <p>Extending the list of countries, which will allow exploiting the potential of project promoters, and introducing short-term volunteering (a specialist path) may contribute to using all available funds. In order to increase the number of applications for the call for proposals, information and promotion activities aimed at non-governmental organisations should be undertaken. Educational activities – both concerning the preparation of the application as well as planning and implementation of the project – can contribute to ensuring high-quality applications. As far as the latter is concerned, the participation of non-governmental entities with experience in implementing volunteer projects or their networks may be helpful.</p> <p>DDC MFA</p>

8	<i>Conclusion, substantiation of the recommendation</i>	<p>Ceasing to support short-term volunteering trips has limited the possibility of implementing projects that involve volunteers with specialist competences, knowledge or experience. Due to their professional obligations, such volunteers cannot participate in trips lasting more than a few weeks. The resulting gap has not been fully replaced by activities financed from sources other than PAV. (pp. 53-54)</p>
	<i>Recommendation</i>	<p>Return to supporting short-term volunteering.</p>
	<i>Recommended method of implementation, addressee</i>	<p>As part of the volunteering programme, a "specialist path" should be introduced to support short-term (about 4-6 weeks) trips of volunteers with great competences, knowledge or professional experience. Due to the need for flexibility and speed of this type of support, it may be necessary to base it on an agency model or to select an operator for such projects.</p> <p>DDC MFA</p>
9	<i>Conclusion, substantiation of the recommendation</i>	<p>The schedule of calls for proposals and project implementation, resulting from financing from the state budget's special-purpose reserve, is a significant limitation for volunteering projects. In order to fully use the potential of Polish non-governmental organisations, as well as of possible volunteers, it is necessary to create a framework /that would make it possible to plan projects over several years. (pp. 27-29, 53-54)</p>
	<i>Recommendation</i>	<p>If the conditions shaping the schedule of calls for proposals and project implementation under the Polish Aid Volunteering programme continue, potential project promoters should be informed in advance about the geographic and thematic priorities of the support.</p>
	<i>Recommended method of implementation, addressee</i>	<p>The directions and thematic areas of volunteering should be planned in advance and in cooperation with sending entities who know the needs and opportunities for conducting actions in specific developing countries. Such planning may take the form of consultation meetings, held every two-three years, several times during the Multiannual Development Cooperation Programme period. Their effects should take the form of a written declaration, letter of intent, annex to the MDCP, or similar.</p> <p>DDC MFA</p>

10	<i>Conclusion, substantiation of the recommendation</i>	In 2012-2019, there were almost no volunteer trips to the Eastern Partnership countries, which results from the provisions of the Annual Plans. The EaP countries are too important for Polish development cooperation to be omitted from this Programme. They still have great needs, related not only to the human capital priority, but also to good governance, democracy and supporting entrepreneurship. (pp. 17, 28)
	<i>Recommendation</i>	It is necessary to return to supporting volunteer trips to the Eastern Partnership countries.
	<i>Recommended method of implementation, addressee</i>	The possibility of implementing volunteer projects in the EaP countries should be included in the Annual Plans in subsequent years. Projects which are a continuation of development projects should receive preferential treatment in calls for proposals. DDC MFA
11	<i>Conclusion, substantiation of the recommendation</i>	Due to the call for proposals procedure, the Polish Aid Volunteering programme is almost entirely implemented according to the assumptions of Polish non-governmental organisations. The MFA's participation is limited to identifying target countries and priorities (although the projects are almost entirely focused on the human capital priority). (p. 28) The usefulness and effectiveness of projects is influenced by their continuation. Projects implemented under the Programme are very dispersed and often implemented only once. Project implementation brings better results when a volunteer goes to an institution with which the Polish organisation has been cooperating for a long time. (p. 28)
	<i>Recommendation</i>	The MFA's greater involvement in creating conditions for volunteers' trips should be sought. The Ministry should engage in pilot activities to directly cooperate with selected institutions in developing countries, and then commission the implementation of defined projects in a call for proposals or tender procedure.
	<i>Recommended method of implementation, addressee</i>	As part of such pilot activities, the MFA may establish cooperation with selected institutions in countries of the Global South, learn about their needs and plan the participation of volunteers for the next year. At the selection stage, the following factors should be taken into account: the presence of the country on the list of Polish Aid priority countries, previous experience in implementing projects in a given country / region / institution, involvement of the local diplomatic mission, potential of Polish entities potentially interested in participating in a call for proposals / tender. After establishing such cooperation, a cooperation plan would be drawn up for the next year, and then the task would be commissioned to a selected entity (in a call for proposals

		<p>or tender). It is important that a representative of the selected entity should be constantly present at the site, who (in cooperation with local employees) will create conditions for the arrival of volunteers and plan their work.</p> <p>DDC MFA</p>
12	<i>Conclusion, substantiation of the recommendation</i>	Information on the results of GE projects is not stored in the form of single files. It is not possible to obtain aggregated data which would allow to collectively monitor project implementation and illustrate the scale of conducted activities . (p. 14)
	<i>Recommendation</i>	It is recommendable to create an electronic system, managed by the MFA, which would collect data on project implementation (e.g. selected data on the project promoter, basic data on the project and conducted activities, requested funding and costs incurred, assumed and achieved indicator values).
	<i>Recommended method of implementation, addressee</i>	<p>The creation of an electronic system collecting data on projects will enable ongoing analysis of progress in achieving the indicators and determining the effectiveness of objective achievement and the efficiency of undertaken actions. Aggregate data sets will provide a broader overview of the scale and scope of activities undertaken within GE.</p> <p>DDC MFA</p>

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