

The background of the entire page is a warm, brownish-gold color with a subtle, textured pattern. In the foreground, there are several white paper cutouts of human figures. They are arranged in a pyramid-like structure: one figure at the top, two in the middle row, and three in the bottom row. The figures are simple, stylized shapes with outstretched arms, suggesting a sense of community or teamwork.

MORE OR LESS GLOBAL CITIZENSHIP? WHEN MEASURING BECOMES LEARNING

AN ACTION RESEARCH STUDY EXAMINING
THE USE OF QUALITATIVE METHODS FOR
MONITORING AND EVALUATION

**NC
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EVALUATION SERIES 4

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“If you let go, you have two hands free” (Chinese proverb)

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SUMMARY

This report presents the results of an action research study in which four Dutch organisations active in promoting global citizenship experimented with qualitative research methods in their monitoring and evaluation cycles in order to gain a better understanding of the effects of their interventions. Several alternative methods were tested, including Most Significant Change, Kelly's Repertory Grid Analysis, focus group discussions and participative observation. The study was initiated by NCDO and was conducted between early 2013 and mid-2014. Its results show that the use of these methods in the four selected cases has indeed led to greater depth of knowledge concerning the effects, both intended and unexpected, of the interventions. The methods encouraged more real-time monitoring of effects, whereupon timely adjustments could be made. Moreover, the use of qualitative research methods allowed greater input from project staff and target groups with regard to the effects of an intervention. This greatly enhanced engagement and motivation and contributed to a better understanding of the effects of the projects and of the intervention logic on which those projects were based. However, this study also revealed that the use of qualitative research methods was rather demanding for the project teams, who may not have the necessary expertise and experience in collecting and analysing a large volume of qualitative monitoring data.

**“LEARNING IS LIKE ROWING UPSTREAM:
NOT TO ADVANCE IS TO DROP BACK”**

CHINESE PROVERB

CHAPTER 1

INTRODUCTION

For many years, organizations which promote global citizenship among the (Dutch) public have faced the challenge of understanding the precise effects of their interventions. In the past, research examining these aspects was scant. Society now demands greater accountability and is concerned with results rather than theory or good intentions. It is therefore more usual for interventions to be subject to formal evaluation. In most cases, the process is undertaken by an external consultant who applies a carefully constructed research design which measures and compares the ‘before’ and ‘after’ situations: the baseline measurement and the post measurement. The difference is assumed to reveal the effects of the intervention. In practice, however, the process is not as simple as it sounds. What questions must be asked in order to ‘measure’ global citizenship? How can people be motivated to complete the questionnaire on which the essential post-evaluation relies? The reports of project evaluations conducted using this ‘standard’ approach suggest that the questions do not measure precisely what they are intended to measure, and that many project participants are less than eager to complete yet another questionnaire. Response rates are low. As a result, such evaluations are unable to measure effects with any accuracy, whereupon the reports concluded with recommendations such as “things must be done differently next time” (Lammerts & Verwijns, 2011; Van Straaten et al., 2012). To resolve this impasse, NCDO decided to implement an action research study examining the use of qualitative research methods in the monitoring and evaluation of global citizenship interventions.

Objectives of the study

This study attempts to answer various questions, the first of which relates to the degree to which qualitative research methods are able to provide a better understanding of why global citizenship interventions show certain effects (rather than merely revealing whether those effects are achieved). The study is also concerned with the question of whether qualitative methods can reveal unexpected or unintended effects. Lastly, it examines whether the organisations responsible can use a deeper understanding of the effects to

improve their (future) interventions. NCDO thus wishes to place the ‘lessons learned’ during the study at the disposal of the entire field.

The researchers

Representatives of the four participating organisations adopted various qualitative research methods to assess the effects of their global citizenship interventions, doing so with the support and guidance of a ‘research coach’. The four cases were therefore conducted by the programme staff as an integral part of their monitoring and evaluation cycles. This represented a divergence from standard practice in which the evaluation is often conducted by an external consultant. In the current study, the central consideration is how the project organisation can gain a better understanding of the mechanism and effects of its intervention, and how it can apply the knowledge gained to optimise that intervention. The fact that the evaluation is conducted ‘in house’ represents added value in that the findings can be used immediately to improve the intervention. In this report, programme staff reflect on whether this was indeed the case.

Target group

This study has been conducted for the benefit of all organisations and (policy) staff who attempt to promote global citizenship in the Netherlands, and who are interested in using qualitative research methods to identify the effects of their interventions among their own target groups, as well as the mechanism(s) responsible for those effects.

Structure of this report

This report has six chapters. Following this brief introduction, Chapter 2 examines the concept of ‘global citizenship’. What is global citizenship and how can we learn more about the effects of interventions intended to promote and strengthen it? Chapter 3 explains the methodology of the current study. Chapter 4 presents the results achieved by the four participating organisations, together with an analysis of how these results have benefited the organisations concerned. Chapter 5 offers some general conclusions based on common trends observed within the four cases. The report concludes with recommendations for organisations involved in promoting global citizenship and for their funding agencies.

CHAPTER 2

GLOBAL CITIZENSHIP: WHAT IS IT AND HOW CAN WE LEARN MORE ABOUT THE EFFECTS OF GLOBAL CITIZENSHIP INTERVENTIONS?

2.1. The concept of global citizenship

'Global citizenship' combines two key aspects: the *world* ('global') and the contribution *made by the individuals* ('citizenship'). Within Europe, the Netherlands is seen as a prime mover in promoting global citizenship. Within the past decade, the country has seen a transition from enhancing support for national development cooperation to strengthening active global citizenship on the part of the Dutch public. There is now far greater focus on participation and global solidarity. It is no longer a question of feeling involved with the world but of accepting and acting upon one's personal responsibility, of helping to create a better world. Good intentions must be matched by appropriate behaviour: actions speak louder than words!

For many decades, an important pillar of the Dutch government's international cooperation policy was the creation of public support, most notably for the 'overseas aid' budget. In 2009, the Minister for Development Cooperation, Bert Koenders, concluded that this age asked for active global citizenship (Policy Statement on Development Cooperation, 2009). A government report published in the same year concurred, noting that the effect of efforts to engender public support was difficult to assess with any accuracy (Ministry of Foreign Affairs, Inspectorate of Development Cooperation and Policy Evaluation, 2009). Moreover, the proposed transition from passive support to active participation was in keeping with two recent changes in attitudes towards development cooperation. First, there was now less emphasis on direct aid intended to reduce

poverty in the developing countries. In its place came the concept of global solidarity. Second, there was less emphasis on government as the source of development cooperation policy and the associated budget, the focus shifting to society's capacity to help solve global problems. In other words, the private sector and the individual were expected to assume greater responsibility. Thinking was no longer based on 'problems and challenges *there*' (elsewhere in the world) but 'problems and challenges *here and there*, i.e. both at home and abroad. (Carabain et al.,2012).

This focus on 'here *and there*' was further reflected by parliament's official response (House of Representatives, 2011) to the report Minder *pretentie*, Meer *ambitie* ('Less pretention, more ambition'), published by the Scientific Council for Government Policy in 2010. This report stresses the essential nature of international cooperation in addressing global issues in areas such as security, stability and climate change. Such cooperation is often concerned with the 'international public goods', i.e. common assets which are, in principle, freely available to all and for which nations and peoples should not have to compete with each other. As long ago as 1890, the Italian economist Ugo Mazzola identified the most important characteristic of public goods: the 'indivisibility of supply'. Their consumption by one party should not restrict the ability of others to derive their benefits. Examples of international public goods include clean air, financial stability and health.

In 2012, NCDO published an (academic) appraisal of the concept of global citizenship (Carabain et al. 2012), based on which a definition could be formulated. According to this definition, global citizenship should be seen as the global dimension of active citizenship, whereby the emphasis is on participation and on the acceptance of joint responsibility for the public goods.

"The global dimension of citizenship manifests itself in behaviour which does justice to the principles of mutual dependency, the equality of all people, and shared responsibility for solving global issues." (Stichting Actief Burgerschap / Active Citizenship Foundation.)

Behaviour is central to this definition. Behaviour, unlike mere good intentions, can make an actual, tangible contribution to a better world. In broad terms, we can distinguish two types of behaviour within global citizenship: behaviour concerned with the sustainability of the *environment and nature*, and behaviour which is concerned with the sustainability of *society*. The latter type of behaviour

is closely allied with the concepts of social and economic justice (Carabain et al., 2012), or in other words it is concerned with the equality of people and the equitable division of income and wealth. Certain consumer behaviour, such as the purchase of Fairtrade products or a conscious decision not to buy products made using child labour, can promote the sustainability of global society, as can active participation in a political party or trade union. Behaviour linked to the sustainability of nature and the environment relates to our 'stewardship' of the planet and its resources. Meeting the needs of the current generation must not jeopardise the ability of future generations to meet theirs (United Nations, 1987). Examples of this type of behaviour include reducing consumption of energy and water, producing less waste, recycling and cutting greenhouse gas emissions.

2.2. Monitoring and evaluation of global citizenship interventions: a complex undertaking

Global citizenship interventions which receive government funding are increasingly expected to show tangible results (Nygaard, 2009; Krause, 2010). This is further to the growing international demand for 'management by results', whereby the recipients of public funding must account for the manner in which it is spent by demonstrating measurable outcomes (Organisation for Economic Cooperation and Development, 2005/2008, 2011). Public funding remains under pressure due to the global economic crisis (Lappalainen, 2010), while in several European countries public confidence in the established development organisations is waning (Pollet, 2014). These factors further contribute to the demand for concrete results.

At the same time, organisations face a number of significant challenges in monitoring and evaluating their global citizenship interventions (Scheunpflug & McDonnell, 2008; IOB, 2009; Dominy et al., 2011; Bourn & Hunt, 2011). This is partly due to the complexity of the programme objectives, which are determined by many factors including knowledge, attitude, behaviour and context. The inter-relationship between these factors is rarely straightforward and often dynamic. Moreover, certain activities or events addressing global citizenship can bring about widely differing effects even within the same target group (Mowles, 2010). Liddy (2010) draws attention to the historic and social context within which global citizenship education takes place. This context influences how people will try to develop their knowledge of the world, and how they will act. For all these reasons, various unexpected and unpredictable factors can influence how people will respond to a global citizenship intervention. The complex nature

of the educational processes involved has a number of practical implications in terms of planning interventions as well as in their subsequent monitoring and evaluation.

Research reveals several limitations caused by the adoption of an overly rigid planning logic which assumes a linear (causal) relationship between the activities of an intervention and its effects on the target group (outcome or impact), particularly where that intervention seeks to bring about a complex change. This is often because the results do not lend themselves to the use of ‘SMART’ (Specific, Measurable, Acceptable, Realistic, Time-bound) indicators. When the SMART indicators are indeed applied, there is a significant risk that other, unexpected effects will be overlooked. It can be difficult to define the indicators in advance if the change foreseen by the intervention is itself unpredictable, while it is equally difficult to establish the diverse and often intangible effects further to individual intentions and insights (Hunt, 2012) using a standardized monitoring or analysis framework (Hunt, 2012; Bracken & Bryan, 2010). The weak theoretical conceptualisation and the current lack of evidence-based consensus with regard to ‘good practices’ in global citizenship interventions present further challenges when applying monitoring and evaluation methods based on pre-defined quality criteria (Scheunpflug & McDonnell, 2008).

An approach which relies solely on standardized quantitative survey instruments, with predetermined analysis frameworks and quality criteria, will often not be enough to gain the desired deeper understanding of the effects of global citizenship interventions or of the mechanisms responsible (Bracken & Bryan 2010; Hudson & Van Heerde 2012). However, this does not mean that such instruments are not useful, or that they should be automatically excluded from the monitoring and evaluation system for global citizenship interventions. This type of instrument offers a useful means of quickly verifying the self-reported knowledge, attitudes or behaviour of a large number of people. Nevertheless, thorough research demands methodological diversity, whereby qualitative methods which permit a more subjective approach must also be included in the ‘toolbox’ in order to do justice to the complexity of the subject matter and the desire to learn from the monitoring and evaluation process (Scheunpflug & McDonnell, 2008; Liddy, 2010; Van Ongevalle et al. 2013). This approach also ensures that the personal perceptions of the actors are taken into account within the monitoring and evaluation process (through the use of narrative methods such as ‘Most Significant Change’) and that the methods applied make a greater contribution to the learning process of the target group and programme staff

alike. The use of qualitative methods also enables the monitoring and evaluation process to look beyond the measurable, quantifiable outcomes to identify less tangible changes at the individual level. This is perhaps a matter of lesser interest to the organisations which fund the programmes, but it is indeed important in terms of understanding whether a global citizenship intervention has been successful and why (Bracken & Bryan 2010, Van Ongevalle & Fonteneau, 2014). Lastly, research suggests that interventions which seek unpredictable change can best apply monitoring and evaluation methods which provide ongoing feedback about the interim effects. The organisation and staff responsible will then know in good time whether they are ‘on the right track’ and can make any necessary adjustments (Rogers, 2008; Patton, 2011).

CHAPTER 3

METHODOLOGY

This chapter explains the choice of the action research approach as the methodological framework within which to experiment with qualitative research methods. We also offer a brief description of the participating organisations and set out the various steps of the study in each of the four cases. The chapter concludes with a summary of the collective learning objectives ('research questions') and the limitations of the action research approach.

3.1. Action research based on the 'action learning' cycle

Action research is considered the most appropriate methodological framework for the current study for the following reasons:

- Action research is characterized by a spiral process of planning, action, reflection and learning. This is very similar to the Action Learning Cycle (Figure 1) and has the significant advantage of offering a framework for a more systematic and collaborative reflection on practice. The lessons learned from this reflection can then be applied immediately to improve and optimise that practice. The action learning cycle combines the processes of explicating and sharing current knowledge and experience, the development of new knowledge, its application within working practices, and reflection on experience. We distinguish four separate steps within action learning and experience learning, based on the learning cycle proposed by Kolb (1984) and Honey & Mumford (1992):

- Action/experience: participation in an activity (gaining actual experience)
- Reflection/processes: a critical review of the activity: why did certain events happen or developments emerge? What aspects of the intervention affected the achievement of results, either positively or adversely? What were the prior assumptions or hypotheses on which the intervention was based?
- Learning/generalisation: abstraction of the 'lessons learned'; formulation of valuable insights revealed by the analysis: what new insights have we gained?

- Planning/toeassing: use of the results in planning and implementing new activities. What implications do the results have for day-to-day practice? What will we do differently in future?

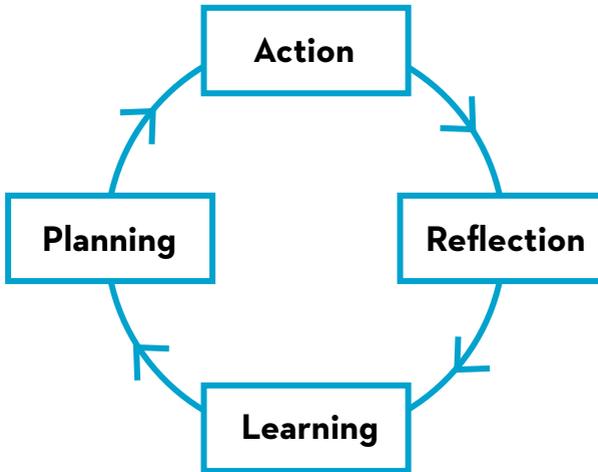


Figure 1. The action learning cycle, taken from ‘The Barefoot Guide’ (Barefoot Collective, 2011)

- The action research approach entails direct stakeholders, i.e. people from the field itself, undertaking research activities intended to strengthen and improve their own practice. Those activities should not be conducted by external professional researchers, since that would largely defeat the object of the exercise. This characteristic of action research is relevant because the prime intention of this study was to allow the organisations involved in promoting global citizenship to experiment with qualitative research methods for themselves, thus strengthening their monitoring and evaluation processes.
- Action research places a strong emphasis on collaborative reflection. This was seen as a further advantage, since it allows collective reflection to be incorporated in various forms and at several levels. Reflection took place at the organisational level with regard to the individual cases, as well as at the collective level, when the representatives of the various organisations met to engage in the collective learning process (see Section 3.3 for further explanation).

3.2. Participants

The participants in this study regarded it as an excellent opportunity to experiment with qualitative research approaches within their monitoring and evaluation processes, under the guidance of a professional research coach.

Table 1 (below) presents an overview of the organisations concerned, with a brief description of their respective projects, their research questions and the research methods they applied to answer those questions.

Table 1: Participating organisations

Project & Organisation(s)	Case	Research question(s)	Research method(s) tested
Mondiaal Mondig (<i>NoordBaak</i>)	Mondiaal Mondig ('Globally Vocal') promotes global citizenship among students in secondary vocational education, encouraging them to adopt a sustainable lifestyle. Students learn about the effects of their day-to-day activities on their own immediate setting and throughout the wider world. The programme can vary, involving a week-long project, one or two project days, or individual workshops of 1.5 or 3 hours' duration. The topics covered include energy and climate change, waste and resources, clothing and child labour, healthy eating and Fairtrade food products, (corporate) social responsibility, and other global themes	What effect does the Mondiaal Mondig programme have on the students taking part, and how can the programme be improved?	Questionnaire-survey (0 and 1 measurement) based on Kelly's Repertory Grid analysis. Focus group discussions.
Wees Eerlijk (<i>Woord & Daad</i>)	The Wees Eerlijk ('Be Fair') programme encourages students in pre-vocational education to adopt a sustainable lifestyle. They take part in awareness challenges and field trips abroad, where they have direct contact with young people of the same age. Having been on a field trip, a student becomes an 'ambassador', talking to others about his or her experiences. These activities are designed to make participants question their lifestyle choices and opinions, and to actively apply their talents in order to create a fairer, more just world.	To what extent does the "Wees Eerlijk" field trip bring about sustainable behaviour change in the participants themselves and others in their direct or indirect setting?	Online questionnaire and Most Significant Change method

<p>Journey of Discovery (Humanity House)</p>	<p>Disasters and conflicts affect the lives of tens of millions of people throughout the world. The 'Journey of Discovery' is a permanent interactive exhibit at the Humanity House in The Hague. Young people, often on an organised school visit assume the role of a refugee and experience for themselves what it is like to live in a disaster or conflict situation.</p> <p><i>How does it feel to lose everything that you took for granted? If you must suddenly leave your own home not knowing whether you will ever return? Whether your family and friends will try to find you now that you have no mobile phone or permanent address?</i></p>	<p>What is the effect of the Journey of Discovery on students in secondary and further education who visit the Humanity House as part of an organised visit?</p>	<p>Interviews based on rated statements: an adapted Most Significant Change method (with 0 and 1 measurements)</p>
<p>Your Bricks (Timu Kota, Greenwish, ASN bank & NCDO)</p>	<p>The Your Bricks programme invites young people aged 16 to 25 to submit their ideas for a better world. Seven one-day masterclasses are held to equip them with the skills required to bring their ideas to fruition, including financing, communication and networking. The ideas can have a local, national or international relevance. Most important is that the participants are engaged and enterprising. The intention is that their ideas should make an innovative contribution to a fairer, more sustainable and more social world.</p>	<p>Is Your Bricks an appropriate intervention to encourage social enterprise among young people?</p>	<p>Questionnaire survey (0 and 1 measurement), participative observation, focus group discussions</p>

3.3. The research process

NCDO invited six organisations to take part in the action research project under the guidance of three ‘research coaches’. These six organisations then designated one or more persons to coordinate the project within the organisation, to undertake the relevant activities (perhaps as a team), and to attend the collective learning meetings. Figure 2 shows the various steps within the collective research process.



Figure 2. Steps in the collective research process

In the initial step, the case staff formulated the research questions which the action research study would seek to answer, based on the theory of change¹ underlying their respective projects and the associated challenges in terms of monitoring and evaluation. Theories of change and challenges pertaining monitoring and evaluation were clarified and explained during the first collective learning meeting and later refined with the help of the research coaches.

¹ The theory of change (also known as the intervention logic) of this action research study comprises the ‘mapping’ of the various target groups which a programme attempts to influence (directly or indirectly), as well as a description of the specific changes sought within these target groups. The mapping process is based on the various spheres of influence within each project (control, direct influence and indirect influence) as also used in the outcome mapping method (Earl et al, 2001). An example of a theory of change (drawn from the Your Bricks case) is given in Appendix 2.

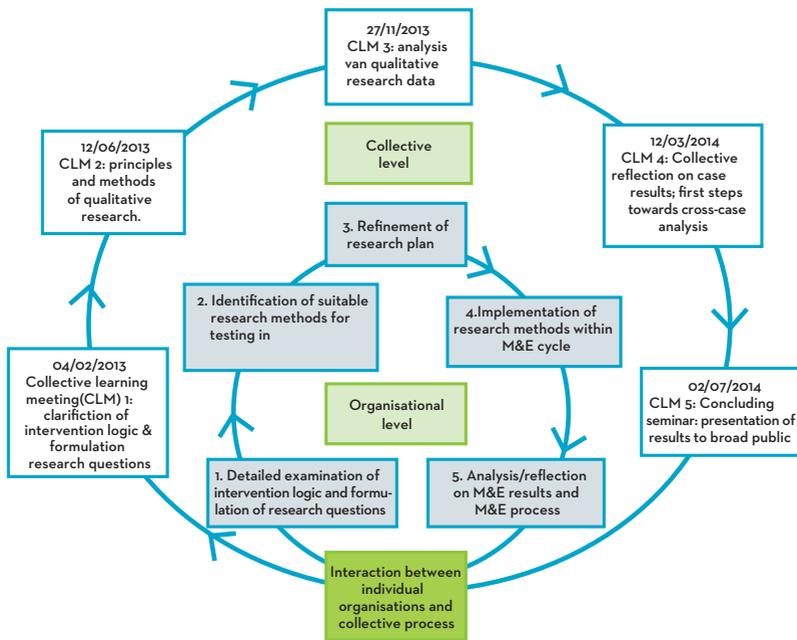


Figure 3. Collective learning meetings and the steps taken at organisation level

In the second step, each case team produced a research plan, again with the assistance of the research coach. This plan set out the research methods which were to be tested within the regular monitoring and evaluation cycle, how the methods were to be applied, and what form the subsequent reflection would take. The research plans were subject to ongoing refinement and modification throughout the study. An example of a research plan (from the Woord en Daad case) is given in Appendix 1.

Step 3 relates to the various levels at which reflection on the use of the research methods would take place: 1) at the project level, by the coordinators of the four cases through personal observation and reflection; 2) at the organisational level, by means of reflection meetings involving the project teams, management and representatives of the target groups, and 3) at the collective level, with meetings involving representatives of all four cases and the research coaches. During these meetings, progress within the cases was discussed and experiences compared,

thus enabling participants to learn from each other's successes and any obstacles they encountered. Each meeting also reflected on the collective research questions and examined specific methodological or theoretical matters in greater depth (see Figure 3). Because reflection took place at various levels, the study as a whole had various 'outputs', including individual accounts² based on the personal reflections, four case reports and the minutes of the collective learning meetings. These outputs, in combination with the results of the collective learning meetings, form the basis of the cross-case analysis presented in this report.

3.4. Collective research questions

At the collective level, the purpose of this action research study was to acquire a better understanding of the possibilities presented by qualitative research methods in terms of the results-focused monitoring and evaluation of global citizenship interventions. Two collective research questions were therefore formulated, forming a framework for the cross-case analysis (see Textbox 1). Both questions were inspired by the conceptual framework outlined in Chapter 2, as well as the questions formulated by each of the case teams.

Box 1: Collective research questions

1. To what extent has the use of a qualitative research approach helped to strengthen the learning culture and learning ability of the organisation?
2. To what extent has the use of qualitative research methods helped to strengthen the monitoring and evaluation process within global citizenship interventions?

3.5. Limitations of the action research approach

This study is not a value-free research project in which the researchers took the role of independent observers. Rather, and in keeping with the definition of action research offered by Reason & Bradbury (2001), action and reflection, theory and practice were brought together in a joint process involving the study participants to the greatest extent possible, thus creating various opportunities to explore ways in which to improve monitoring and evaluation processes. The quality and validity of the insights provided by the individual cases are therefore very much reliant on the degree to which those insights are regarded as useful and relevant by the case teams themselves. Accordingly, we must avoid drawing overly broad or general conclusions from these specific insights. Nevertheless, by

² An example of this type of individual account in the form of an 'inside-outside' story relating to the Woord en Daad case is given in Appendix 3.

including a discussion of a number of common insights from all four cases in this cross-case analysis, it is indeed possible to make some general statements about the advantages and disadvantages of the various monitoring and evaluation methods. A further limitation is due to various contextual factors. Some case teams had difficulty in undertaking all steps of the research project in a systematic and coherent manner, due to internal reorganisations, personnel changes or simply a lack of time. It was due to such practical challenges that one of the original six organisations withdrew from the project at an early stage, while another was unable to complete the entire process.

CHAPTER 4

RESULTS

In this chapter, we describe the extent to which the qualitative research methods tested during the study helped the participating organisations to improve their monitoring and evaluation processes, and to gain a deeper understanding of the effects of their interventions. The same four questions are applied to each of the four cases:

- What was the rationale for taking part in the action research study?
- What form did the new monitoring and evaluation design take?
- What insights with regard to expected and unexpected results have emerged from the study? How were these insights created?
- To what extent have the insights with regard to effects led to a better understanding of the theory of change underpinning the programme, and to what extent have they led to any adjustment of the programme?

4.1. NoordBaak – Mondiaal Mondig programme

4.1.1 Rationale for taking part in the action research study

Prior to the study, the evaluation of NoordBaak's Mondiaal Mondig (MM) programme relied largely on effects measurements ('0' and '1') using a quantitative questionnaire-based survey. Participants were asked to complete a questionnaire before and after they had attended the workshops. This questionnaire was concerned with their knowledge, attitudes and behaviour. Participants were also asked to assign an 'appreciation rating' to those parts of the MM programme they had attended. The results of this process provided some insight, albeit limited, into the effects of the programme. The NoordBaak team noticed that the organisation seemed to attach little significance to the scores and percentages, which therefore prompted few, if any, changes. Moreover, schools showed little motivation to take part in the post-evaluation: response rates were low. NoordBaak seemed to attach greater weight to the informal feedback of students and their teachers, as provided during the programme itself. This information was indeed shared among colleagues and was taken into account when planning

further interventions. NoordBaak now wished to move this informal monitoring process onto a higher, more professional plane in order to derive greater value. This was the main motive for taking part in the NCDO action research study.

4.1.2 New monitoring and evaluation design

NoordBaak experimented with an alternative questionnaire design, based on open questions and an association exercise for students taking part in the short MM workshops. Those taking part in the longer, two-day project were invited to attend a focus group discussion. Both methods were structured in such a way as to be readily accessible and attractive to participants.

A questionnaire was designed using the Kelly Repertory Grid method, which is based on George Kelly's psychological theory of personal constructs and is now a widely used technique in market and consumer research.³ The method is intended to gain an insight into the personal interpretations and assessments of the specific target groups. Respondents were shown different sets of three pictures which have some relevance to sustainability. For each set they were asked to select the two pictures which they consider to be most closely linked, stating reasons for their choice (see Figure 4).

4. Which two pictures do you think go together best and why?

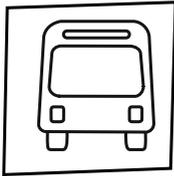
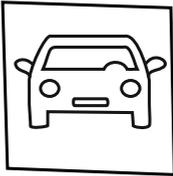
1	2	3
		
Picture ... and picture ..., because:		

Figure 4. Part of the Mondiaal Mondig questionnaire

³ Source: http://www.leerwiki.nl/Wat_is_de_Kelly_Repertory_Grid_Techniek_en_hoe_gebruik_je_die. (in Dutch). See also: http://en.wikipedia.org/wiki/Repertory_grid

In analysing the results, the reason given is the most important factor because it says something about the respondent's perception and interpretation of the pictures, and whether there has been any change following the intervention. The questionnaire also included the following open questions:

- If you wanted to do something to promote sustainability, what steps would you take?
- What does sustainability mean to you?
- What sustainability tip would you give your mother or grandmother?
- What have you learned from this workshop?
- What else would you like to learn about sustainability?

The respondents were students from three secondary vocational education schools, drawn from various streams and levels (but primarily levels 2 to 4).⁴ A total of 41 students completed the questionnaire prior to the intervention and 89 did so having attended one of the MM workshops, either the 'Sustainability Quiz' or 'What makes a global citizen?'

A focus group discussion was held with five female students who had attended the MM project days, led by a project manager from NoordBaak. This meeting was in three parts. First, participants were invited to reflect on what they remembered most about the workshops (including the organisational aspects). They were then asked to produce a mindmap entitled 'You and the world', representing their personal relationship with the world. The main purpose of this exercise was to assess the extent to which the students regard themselves as global citizens, and the degree to which they are concerned with sustainability in all its manifestations. Finally, the students were asked, "*If you were in charge of the two-day project, what would you do differently or leave out altogether?*"

Interviews were held with three teachers, each representing one of the schools taking part. The purpose was to gain an insight into their perception of their students' knowledge, attitude and behaviour with regard to global citizenship.

⁴ The Dutch intermediate vocational education has four levels. Level 1 is assistant training, Level 2 is basic vocational training, Level 3 provides professional training and Level 4 prepares students for middle management.

4.1.3 Insights into expected and unexpected effects

Knowledge of global issues and sustainability

Based on the monitoring results, the NoordBaak team concluded that the Mondiaal Mondig programme did have a positive effect in terms of students' knowledge of sustainability and global issues. The case report notes that the pictures of the Repertory Grid were more often associated with aspects of sustainability after the workshops than before (see Textbox 2). For example, in the association exercise based on a set of three pictures showing a cow, a fish and a chicken, 6 of the 85 answers (=8%) given after the workshop made direct reference to sustainability issues, such as the use of artificial fertilizers, non-sustainable livestock farming and adverse environmental impact. Prior to the workshop, no respondent had made any link between the picture set and sustainability.

Box 2: Repertory Grid results indicate increased knowledge of sustainability issues

"Prior to taking part in the Mondiaal Mondig, the majority of students chose the combination 'Cow' and 'Chicken', stating that both are farm animals or that both live on land. Reasons such as 'it is food', 'it is meat' or 'it is used in the bio-industry' were given far less frequently. Following the programme, most students again opted for 'Cow' and 'Chicken', but a greater number now cited reasons such as 'adverse environmental impact' or 'non-sustainable meat production'. Overall, a greater number of answers made some reference to the sustainability of meat production. This suggests a direct link with the workshop which considers the relationship between meat consumption and the resultant environmental impact." (NoordBaak case report, p. 12).

There were also indications that several students had developed a broader interpretation of sustainability. Having taken part in the intervention, students were more likely to refer to the socio-economic dimension of sustainability, while their answers prior to the intervention were largely confined to the environmental dimension.

"The fact that consumer behaviour and Fairtrade, on the 'People' axis of sustainability, was not regarded as an option prior to the intervention but played a very significant role afterwards, indicates that we have expanded the students'

vista. Sustainability is no longer 'only' about the environment, but also about choosing sustainable food, purchasing Fairtrade products, and searching for information on the internet.”(NoordBaak case report, p.20).

The broader view of sustainability that some students acquired from the programme is perhaps best demonstrated by their increased acknowledgement of the ways in which they, as individuals, can promote sustainability. Most notable was the increase (from 6% to 28%) of students who cited examples of sustainable consumer behaviour (e.g. purchasing Fairtrade products) and the increase (from 0% to 6%) of students who mentioned ‘searching for information on the internet’ and ‘expressing a personal opinion’. A number of new examples were given after the programme, including ‘eating less meat’, ‘being aware of what you are buying’, ‘eating less’ and ‘choosing biological or organic food products’. One surprising finding was the marked reduction in the number of students who cited the use of alternative energy (from 25% to 1%) or alternative behaviours in the domain of transport and mobility (from 16% to 4%). In its case report, NoordBaak suggests that this may be because the workshops devoted less attention to these topics.

Attitudes with regard to global issues and sustainability

Another unexpected finding was that the evaluation showed little evidence of the programme having influenced students’ attitudes to global issues and sustainability. This is suggested by the answers to the question, ‘What sustainability tips would you give your mother or grandmother?’ It was assumed that students who answered ‘none’ show an indifferent attitude towards sustainability. Prior to the programme, 23% of students answered ‘none’. In the post-evaluation, the figure had fallen by just one percentage point to 22%, indicating no significant change. This was confirmed by the results of the mindmap exercise conducted during the focus group meeting, in which the majority of students expressed their relationship with the world in terms such as ‘love’, ‘hope’ and ‘faith’.

“Our themes were almost entirely absent from the mindmaps, which show a very rosy, optimistic view of the world based on terms such as love, friendship, hope, faith, family and animals (not animals in the sense of eating meat, but pets, ponies and the like). One student wrote, “if it goes well, it goes well, if it goes badly, it goes badly,” which suggests indifference.” (NoordBaak case report p. 14).

Only one student made any reference to the themes covered by the workshop. Her mindmap is reproduced below (Figure 5). In the centre she has drawn her

idea for a keyring made from an old tennis ball, alongside which she has added the Dutch word for ‘sustainability’. (NoordBaak case report p. 14).

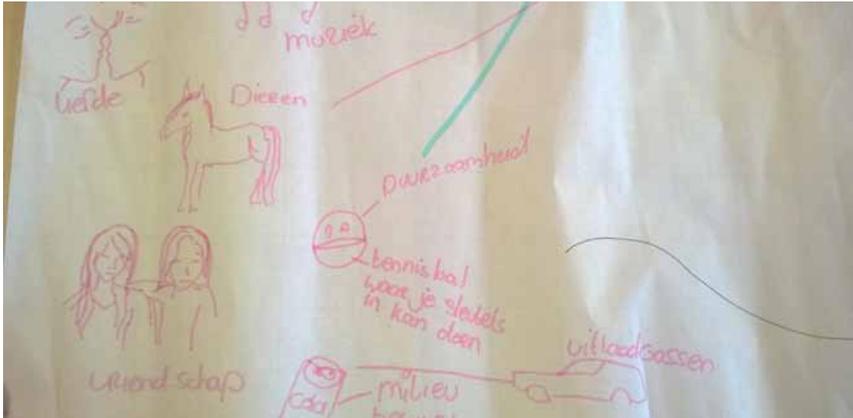


Figure 5. A mindmap produced by one of the participants in the focus group discussion

4.1.4 Insights with regard to the programme’s theory of change and possible adjustments

The results of the research project prompted the NoordBaak team to engage in deeper reflection about the theory of change on which the Mondiaal Mondig programme is based. On the one hand, the results showed that the programme does enhance participants’ knowledge about global issues, sustainability and their own perspectives for action. On the other, the programme appears to have done little to change attitudes, although this is one of its stated objectives. This finding prompted the team to commence an important ongoing discussion.

Offering ways in which to adopt more sustainable behaviour is the most important thing an organisation can do,” a colleague contends. But is it necessary to change attitudes before you can change behaviour? Is it enough to know about the situation and then take action without actually changing your attitude? Another colleague remarked that she considers attitude to be the most important component of the entire process. “If your attitude hasn’t changed, you may do one good thing for the environment or your fellow human beings, but it will probably end there.” But is it even possible to change attitudes through a short, one-off intervention such as Mondiaal Mondig? Isn’t it just a fleeting moment in the life of a young person, who needs a series of similar experiences and must be actively brought into contact with global issues in order to change his or

her attitude and – eventually – behaviour? We have agreed to hold a follow-up discussion about how realistic our aims are in this area. The overall purpose of Mondiaal Mondig is to do inspiring things with young people, and to offer them an opportunity to make a personal contribution to a better world. The learning process which the action research study has set in motion within our organisation has brought us far closer to achieving this objective than we were when Mondiaal Mondig was launched in 2011.”(NoordBaak case rapport, p21.)

The focus group meetings also provided useful information about students’ perceptions of the programme itself. To what extent do they consider it valuable and effective? Their feedback suggested that the ‘Sustainability Quiz’ during the two-day project was seen as worthwhile and enjoyable, although some found it too long: they had difficulty in maintaining their concentration throughout. In order to appeal to participants, the programme must address their interests and be at an appropriate level.

“In Stadskanaal, we organized a series of several short workshops on different topics. The feedback reveals that the workshops were too short to allow students to absorb the subject matter. All five members of the focus group found the programme too intensive and ‘heavy-going’. We thought that short, thirty-minute workshops would make the day more interesting and appealing, since it is generally assumed that students in secondary vocational education have a limited attention span.”

Based on the feedback, NoordBaak decided to extend the workshops to ninety minutes and to focus on just one theme, Fairtrade, in greater depth. The evaluation of the ‘Fair Day’ component of the two-day project further prompted the development of a new concept within the Mondiaal Mondig programme, which again zooms in on Fairtrade as an aspect of sustainable behaviour.

4.2. Woord en Daad: the ‘Be Fair’ (Wees Eerlijk) campaign

4.2.1 Rationale for taking part in the action research study

The original monitoring and evaluation system for the ‘Be Fair’ campaign involved a quantitative measurement among the programme participants, conducted by an external research bureau and focusing on behaviour change. In addition, qualitative monitoring information was gathered by means of interviews with teachers, who reported relevant classroom and school activities. This system raised a number of challenges for Woord en Daad, the organisation

responsible for the programme. For example, it was always necessary to wait until the post-evaluation was completed before any insights into the effects of the programme could be gained. Since the post-evaluation, by definition, did not take place until all programme activities had been completed, it was not possible to make any interim adjustments based on the results. In addition, it often proved difficult to recruit students willing to complete the questionnaire, either as programme participants or as members of a control group. The effect at the level of the ‘programme ambassadors’ – the motivated students who had taken part in the field trip – was not included in the quantitative assessment. There was also little information about the effects at the level of the indirect target groups such as those attending the ambassadors’ presentations. Woord en Daad hoped to overcome these challenges by taking part in the action research study.

4.2.2 New monitoring and evaluation design

Woord en Daad experimented with elements of the Most Significant Change (MSC) method to gain a better understanding of the effects of its ‘Be Fair’ programme. The process involved the following steps:

Online questionnaire: The first step was to produce a questionnaire with three open questions, made available online (via the ‘Survey Monkey’ website). An invitation to complete the questionnaire was sent to 49 students who had recently acted as ‘Be Fair’ ambassadors, a further 15 who had done so in the past, and eight teachers who had accompanied students on their field trips. The questionnaire was completed by six teachers and 38 students.

Box 3: Online vragenlijst met ‘Most Significant Change flavour’

1. This question relates the effect of the ‘Be Fair’ field trip on you personally. How has it affected you? Describe the most significant change.
2. What do you believe to be the most significant change in other people in your immediate circle of family and friends as a result of your field trip?
3. This question concerns the presentations you gave as a ‘Be Fair’ ambassador. What is the most significant change you have seen among the people who attended those presentations?

Selection of MSC accounts by campaign team: During the initial reflection round attended by the campaign team, the answers to the questions were read aloud and discussed. Of the various ‘stories’ submitted by students, eight were selected for further discussion and analysis. They included some which

described unexpected changes, as well as some which described both positive and negative changes. All the teachers' stories were selected for discussion during the next reflection round, which would involve the 'Be Fair' ambassadors and teachers themselves.

Selection of MSC accounts by ambassadors and teachers: The second reflection round involved a meeting attended by eleven student ambassadors and four teachers. They discussed the MSC stories selected by the campaign team in order to narrow this shortlist down to the single 'most significant' story. The group discussions were facilitated by Woord en Daad staff and each group had a secretary who took notes throughout the discussion.

Reflection on the results of the study by the campaign team: A collective reflection meeting of the campaign staff was held, during which conclusions and recommendations relating to the approach and effects of the 'Be Fair' programme were formulated. This reflection also took into consideration the results of a secondary analysis of all responses to the online questionnaire, in which the content and themes which appeared in the complete set of answers and stories (including those which had not been selected for discussion) were classified and analysed. The secondary analysis was performed by the Woord & Daad coordinator with the assistance of the research coach.

4.2.3 Insights into expected and unexpected effects

“Something became clear to me and the campaigners that I had not realized up until this point: this programme, which began some three years ago with the production of a subsidy application, really is changing people’s lives. Talented young people have explored places and done things that they would otherwise never have contemplated, and they have managed to inspire others through recounting their experiences. I feel pleased and proud.” (Programme coordinator, Woord en Daad case report p.27).

This quote illustrates how the action research helped to bring about a better understanding of the effects of the 'Be Fair' campaign on its target group. Although it is one individual's subjective opinion, it is borne out by the monitoring results which reveal both expected and unexpected effects.

Changes in behaviour

Most respondents' stories (16 of a total of 24) report actual behavioural changes

as a direct result of participation in the 'Be Fair' campaign. This finding is confirmed by various remarks made during the discussion of the stories by the student ambassadors and their teachers. Most changes relate to consumer behaviour, such as purchasing Fairtrade products (or encouraging parents to do so), or being more economical with resources (e.g. taking shorter showers). However, questions were raised with regard to the extent and duration of such behaviour change among the direct and indirect target groups:

- *"At first there was a small change but you soon lapse into your old habits." (A 'Be Fair' ambassador.)*
- *"I like to buy cheaper products, because then I can buy more of them. Only later do I think better of it: why can't I just leave the things in the shop?" [Laughing] "I haven't quite got the hang of that bit!" (A student during the MSC analysis meeting.)*

Changes in knowledge

There are indications that, during their presentations, the 'Be Fair' ambassadors found it difficult to explain the relationship between certain types of behaviour here in the Netherlands and their consequences for people in developing countries.

- *"People often asked what good taking shorter showers will do? I always hoped that they wouldn't ask, because I find it an extremely difficult question to answer." (A 'Be Fair' ambassador.)*

Many students report that they did see actual change in the people attending their public presentations. In most cases, the prime reaction was one of shock when hearing about the often difficult living and working conditions in other countries. Such reactions suggest that people's knowledge of the situation in the developing countries, and how it is affected by our lifestyle in the Netherlands, was previously very limited. The ambassadors' presentations were therefore an 'eye opener'. This is illustrated by the following extracts from ambassadors' stories:

- *"Their reaction was, 'Oh, really? You mean it? We can help people there by buying Fairtrade products here? I'm sure a lot of people don't know that!"*
- *"I was asked things like, 'Don't they have running water and electricity there?' or 'What difference will it make to people in the poor countries if we live more sustainably here?"*

The extent and duration of changes within this target group are also open to question, as revealed by the following extracts from the results of the secondary analysis. The presentations cannot be expected to bring about major, long-term behavioural changes.

- *“I was a little nervous during the first presentation. I was sure that the audience wouldn’t be interested, or they would just ignore whatever I had to say. In the event, it all went very well. The audience listened attentively, making appropriate comments and asking sensible questions both during and after the presentation. I can’t say that I noticed any real change, but everyone was very positive.”*
- *“Just after the presentation, I would hear only encouraging reactions such as, ‘well that’s certainly something to think about.’ How long people actually do think about it is impossible to say.”*

Unexpected effects

A number of unexpected effects emerged. They too are valuable to the campaign organisation as it strives to gain a better understanding of the theory of change which underpins the ‘Be Fair’ programme.

Some unexpected effects were positive: several ‘Be Fair’ ambassadors reported that the programme had a significant influence on their lives in the sense of personal growth and development, and even their choice of degree subject. Ten of the 24 stories include indications that the authors are now more aware of the privileged situation in the Netherlands, and realise that not everyone in the world is so fortunate. Some students stated that they are now more grateful for what they have here, and are less inclined to complain about minor inconveniences. Some respondents report that they have seen actual changes in their teachers’ behaviour (such as buying Fairtrade products, adopting a more environmentally responsible lifestyle and encouraging others to do likewise), as well as changes within the school itself, such as organising a collection of old mobile phones for recycling or setting up a display of Fairtrade products. There are also indications that teachers and students have formed virtual networks, through which they have continued to share experiences and ideas even after the campaign. It seems that teachers who take part in the ‘Be Fair’ programme also take on the role of ambassadors within their schools. In the original theory of change, neither teachers nor schools were included as target groups and no effects measurement was performed at this level. Some important effects of the programme were therefore overlooked.

One point of concern was the observation that some ambassadors adopt a somewhat didactic tone in their presentations, as if trying to make their audience feel guilty about being more privileged than others. This is illustrated by the following statements made by two 'Be Fair' ambassadors. Hectoring or moralising is not in keeping with the approach intended by the programme, which wishes to encourage people to consider the wider effects of their lifestyle and actions in a balanced, rational manner.

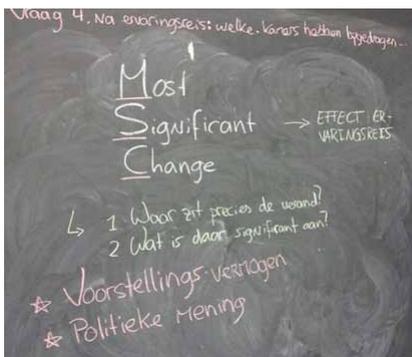
- *“Making people take their share of the blame: that is precisely the objective of 'Be Fair'.”*
- *“After I had given a presentation to my church’s youth group, people were visibly shocked. The group leader said that he had never realized that he was also to blame for poverty and suchlike. I noticed that people were stunned into an uncomfortable silence.”*

4.2.4 Insights with regard to the programme’s theory of change and possible adjustments

Never before had the 'Be Fair' campaign team been able to reflect on the effects of the programme during the campaign itself, based on data that had been systematically collected while the activities were still ongoing. Previously, it had been necessary to wait for the post-evaluation results.

The fact that students and teachers were actively involved in gathering the information during this study was seen as a further source of motivation and an unexpected bonus for the campaign itself. This context of active engagement on the part of various actors – campaign team, students and teachers – did much to promote a deeper understanding of the programme’s theory of change and led to

a number of recommendations for interim adjustments. Some of the insights gained and the resultant recommendations are described in Textbox 4.



Box 4: Purchasing Fairtrade products as the most popular option for more sustainable behaviour

Having reflected on the monitoring results, the campaign team concluded that the field trips had largely met with their expectations. The stories of the students and teachers revealed that they (and others) had reassessed their behaviour and had often made more sustainable choices. The campaign had therefore been entirely successful in meeting one of its objectives: to raise awareness of fair trade. The other two objectives – promoting more sustainable behaviour in the field of climate change and the reduction of food wastage – had been somewhat less successful. The campaign team therefore intends to do more to equip students to give these aspects the attention they deserve within their presentations. This will entail producing an evidence-based list of behaviours which will help to mitigate climate change, and information about the unfair distribution of food in the world. (Woord en Daad case report, pp. 23 & 24.)

4.3. Humanity House – The ‘Journey of Discovery’

4.3.1 Rationale for taking part in the action research study

The ‘Journey of Discovery’ is a fixed component of Humanity House’s educational programme. It allows students to experience at first hand the challenges which people face as they attempt to survive in a region wracked by conflict or devastated by a natural disaster. The interactive, unconventional approach draws participants into the world of the refugee.

Humanity House wishes to gain a better understanding of the effects of the Journey exhibit on students in secondary education. Its Education Team recognizes the importance of establishing exactly what will speak to the participants and bring about a permanent change: has the Journey and the wider educational programme raised awareness of humanitarian issues? Each Journey of Discovery visit is followed by a discussion during which the students’ reactions are assessed. However, this does not provide adequate opportunity to measure the actual effect of the experience and to arrive at evidence-based conclusions. Humanity House therefore saw participation in the action research study and the opportunity to experiment with new monitoring techniques as an excellent means of gaining a better understanding of the effects of its approach.

4.3.2 New monitoring and evaluation design

Humanity House adopted a method inspired by the Most Significant Change (MSC) technique to gauge the effects of the ‘Journey of Discovery’, which is a fixed component of the Humanity House exhibition and the accompanying educational programme. Although MSC generally uses open questions to assess the effects of a programme, Humanity House opted to ask more specific, targeted questions relating to four domains of change (see Textbox 5)..

Box 5: Domains of change

Humanity House opted to gauge the effects of its programme within four specific domains:

1. Empathy: are visitors able to immerse themselves fully in the experience. Can they appreciate the situation faced by refugees and the emotions they feel?
2. (Political) standpoint: do visitors form firm opinions about the refugee problem (e.g. how it should be addressed within government policy)?
3. Social/economic/cultural position: are visitors able to compare their own situation against that of people elsewhere in the world? Do they reassess or question their own position having experienced that of refugees?
4. Personal change: how has the individual been affected by his or her Journey of Discovery? Which part of the exhibit (which comprises several rooms) had the greatest impact?
(Humanity House report, p.10.)

The adapted MSC approach was adopted because it was assumed that the target group would find it more difficult to answer open questions (such as ‘what do you think is the most significant change due to your journey of experience?’) and because this adaptation would facilitate the analysis of the interview results.

Over a two-month period, a total of 84 students were interviewed in pairs (42 interviews) during their visits to the Humanity House. Four pairs of students from each school group were selected to take part in the study. Each pair was interviewed both before and after the Journey of Discovery and the interviews were video-taped. The standard interview questions are shown in Textbox 6. The interviews produced 66 useable transcripts.

Box 6: Questions put to participants before and after the Journey of Discovery

Both before and after taking part in the Journey of Discovery, students were asked to rate each of three statements on a standard Likert scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree).

- I can imagine what it is like to be forced to flee to another country.
- If I had to choose, the Dutch government should help poor people in the Netherlands rather than the victims of natural disasters and armed conflicts.
- I think that the Netherlands should admit and help refugees who come here seeking asylum.

The following additional questions were asked during the post-evaluation interview:

- What has changed for you now that you have taken the Journey of Discovery?
- Which room did most to bring about this change?
- What new knowledge about disasters and conflicts will you be taking away with you?
- What image or feeling will you remember most vividly?
- What ideas have you formed about ways in which to prevent conflicts and disasters?

The answers to the closed questions were reported using bar charts. The analysis of the participants' responses relied chiefly on four collective reflection meetings attended by various actors:

Initial selection of MSC stories by Humanity House education staff: The 66 interview transcripts were examined and discussed during an initial meeting of the Humanity House education team. Thirty transcripts were selected for further analysis. To facilitate the analysis, the transcripts were first rewritten by the Humanity House researcher as brief, readable stories.

Further selection of MSC stories: The second reflection moment took the form of a meeting with two education team members (including the research coordinator) and three other Humanity House staff (representing the Programming and Communication departments). In two rounds, the thirty summarized accounts were read aloud and discussed. Seven were then selected,

being those which the group considered to represent the most significant changes. The reasons for selection and the main points of the discussion were recorded.

Selection of the Most Significant Change: The third reflection moment was a meeting attended by two teachers and the researcher from the Humanity House education team. The seven shortlisted stories were once again read and discussed. The story which, according to the group, represented the most significant change of all was then selected. Once again, the reasons for the selection and the main points of the discussion were noted.

Reflection on the results: The fourth and final reflection moment was a meeting attended by the director, education manager and two members of the education team, including the research coordinator. They drew conclusions from the results of the action research study and attempted to formulate the answer to its central research question.

4.3.3 Insights with regard to expected and unexpected effects

“How marvellous to read the stories of these students! It gives us a much better picture of their impressions of the Journey of Discovery” (A Humanity House team member, case report p.18).

Empathy with the situation of a refugee

An important intended effect of the journey of experience is that it should increase participants’ ability to appreciate and empathise with the situation in which refugees find themselves and the emotions they feel. Its success in doing so was confirmed by the study findings. Prior to taking the Journey of Discovery, 47% of respondents agreed or strongly agreed with the statement, ‘I can imagine what it must be like to have to flee to another country’. In the post-evaluation interviews, this figure had risen to 69%. The analysis of the participants’ stories also provided a better understanding of what ‘empathy’ actually means to them. It revealed that the majority understood what ‘having to flee’ entails, perhaps from having seen television news reports, but the Journey deepened their insight and many reported a greater degree of emotional involvement. This finding is confirmed by a significant majority (approximately 75%) of the stories. A short-coming of the Likert scale format is that respondents may give the ‘expected’ or ‘socially acceptable’ answer. This would appear to be less of an issue, given that a significant number of respondents expressed their own feelings in their stories,

as illustrated by the following extracts:

“...Before taking the Journey of Discovery I knew that I would find it difficult to be admitted to a non-EU country. Inside the EU, that’s not such a problem. I can imagine that it is not nice to have to move to a country you don’t know. The Journey has taught me that I did not realise how bad it really is. Even though I have never been a refugee. I was truly shocked. That this has happened so often and to so many refugees, I thought. And many of them are intercepted and have to flee all over again...”

“... A lot has changed for me since the Journey of Discovery. I used to have a very simplistic view: you flee, you move, you start over again in another country. Now I realise how dreadful it really is. The dark passageway to the room with the wine made me want to turn and run. I also found the photos of mothers being reunited with their children really moving...”

The stories also provide useful information about the messages and parts of the Journey which make the greatest impression on the participants. It seems that the experience of losing one’s house and home brings the refugee problem closer to the students’ own frame of reference. According to almost half of the stories, the confrontation with the reality that refugees face made the participants more aware of their own privileged situation in terms of safety, security and the quality of life.

Opinions about the refugee issue

Although to a lesser extent than the effect on empathy, the study further revealed that the Journey of Discovery prompted some students to revise their opinions about the political implications of the refugee issue. The number of participants who agreed or strongly agreed with the statement ‘the Dutch government should help poor people in the Netherlands first, not victims of natural disasters and armed conflicts’ fell by 27% in the post-evaluation. A more nuanced impression of the students’ opinions can be gained from their stories. During the reflection meeting with teachers, it was noted that pupils had a somewhat ‘black-and-white’ idea of refugees: they are either all criminals and terrorists or all ‘decent people’. While almost half the students continued to associate refugees with people who had done something ‘bad’, a number of responses suggest a fundamental change of mind, not only regarding the refugees themselves but also their right to be given asylum.

- *“The Journey of Discovery has radically changed the way I view these people. Earlier, I said that they all make a nuisance of themselves by jabbering away in some foreign language on the bus. But now I realise that they have nothing else here but each other.”*
- *“Having taken the Journey, I think that [aid and assistance for victims of natural disasters or conflicts] is a basic human right.”*

This insight into the opinions of students is seen to be extremely valuable by the Humanity House education staff, who had previously attempted to elicit opinions and personal experiences as the starting point of an informal group discussion following the Journey of Discovery.

Knowledge and behaviour

One important finding was that no interviewees referred to those parts of the exhibit which are intended to inform and educate about disasters and conflicts. There is, for example, a section entitled ‘Humanity in Action’, which comprises a number of video screens highlighting the work of humanitarian organisations and suggesting ways in which the students themselves can contribute. Of all the written stories, only one mentions the role of the individual and the opportunities for personal action. Only three accounts make a (passing) reference to the parts of the exhibit which feature the personal stories of actual refugees, even though these stories form the framework for the entire Journey of Discovery interactive experience. The Humanity House team found this finding to be disappointing. Nevertheless, it provided a useful starting point for a reassessment of the programme objectives. The team questioned whether it is realistic to expect the ninety-minute ‘journey’ to bring about a real change in the students’ view of how they might be able to help solve the problems. The results of the study also prompted critical reflection on the role of the education staff during the baseline and post measurement interviews. They must not only engender a strong emotional engagement among their visitors, but must provide factual and impartial knowledge about the refugee problem.

4.3.4 Insights with regard to the programme’s theory of change and any adjustments

Based on these findings, the Humanity House team concluded that the ‘Journey of Discovery’ had been partially successful in achieving its objectives. The questionnaire responses and the Most Significant Change stories revealed that students acquired a better understanding of refugees’ situation,

experiences and emotions. They had been inspired to form their own opinions about the refugee problem and political implications such as the right to asylum. Nevertheless, there seemed to be little increase in factual knowledge, and few indications of actual behaviour change. The group reflection on these results led to a better understanding of the effects of the project, as well as some valuable insights with regard to conceptual and practical aspects of the 'Journey of Discovery'. A number of modifications were made, as described in Textbox 7.

Box 7: Adjustment of the 'Journey of Discovery' project further to the monitoring results

- It was recognized that the objectives of the project may have been too ambitious and should be reviewed.
- Greater attention should be devoted to presenting factual information about the refugee problem. Among the options considered by the education team were student assignments and the installation of additional touchscreen displays at various points.
- It was suggested that an audio guide should be made available, whereby visitors select the personal story of a refugee, perhaps someone of their own age. That story would then form the common thread of the entire exhibit.
- Greater attention should be devoted to communication with teachers prior to the visit, informing them of the objectives of the 'Journey of Discovery' and encouraging them to use the introductory classroom materials available from the Humanity House website.

4.4. Your Bricks

4.4.1 Rationale for taking part in the action research study

Your Bricks regarded participation in the study as a logical step because it provided a framework for experimentation with a combination of quantitative and qualitative research methods which would provide a better understanding of the effects of the project (see Textbox 8).

Box 8: Effects monitoring using a combination of quantitative and qualitative methods

"A combination of quantitative and qualitative methods was seen as the most promising means of evaluating both the process and the effects

of the Your Bricks project. The quantitative methods would reveal the actual effects, while the qualitative components would add breadth and depth, thus clarifying the findings and adding to their practical value. The respondent group is relatively small whereupon pure statistical analysis is of limited relevance. Qualitative research will enhance its validity. Moreover, Your Bricks is a relatively new project whereby qualitative research methods will help to identify the questions most likely to provide useful and useable information, as opposed to quantitative questionnaires that can sometimes miss the mark to some degree.” (Your Bricks case report, p. 2).

4.4.2 New monitoring and evaluation design

The study of the project’s effects was conducted by an intern recruited by Your Bricks for the purpose, working alongside the project manager and a Your Bricks/NCDO staff member. The action research case comprised the following components:

Quantitative baseline and post measurement based on a questionnaire:

The baseline questionnaire was produced with the assistance of the research coordinators and based on the objectives of the partner organisations. A modified version of this questionnaire was used in the post-evaluation, some changes and additions having been prompted by the findings of the participative observation and the discussions with the project team. This questionnaire included reflective questions, questions designed to rate the visitor’s perception of the project, and a Most Significant Chance question: “What do you see as the most significant change that Your Bricks has brought about?”

Participative observation: The researcher attended four of the six masterclasses of the project, the purpose being to gain a better understanding of the intervention in order to facilitate the interpretation of the quantitative results. It was also possible that certain unexpected results would come to light.

Focus group discussions: Four focus group meetings were held, attended by three participants in the masterclasses, four people who had taken part in the coaching component, four team leaders and the project manager. The participants and the project manager were asked to bring something which symbolized Your Bricks 2013 for them and each meeting began with a short presentation and explanation (‘show and tell’) of these objects, as described in Textbox 9.

Box 9: Comments about the objects brought to the focus group meetings

“I have brought the song ‘The Hungry Ghost’ by The Cure. It is about people who always want more, more, more. Your Bricks is exactly the opposite: it is concerned with the economy of sharing. The central question is ‘what makes you happy? What is truly important in life’.” (Participant, 22.)



Another participant brought along a postcard with the slogan, “Anyone with both feet firmly on the ground is not going to get very far.” She commented: “Your Bricks taught me that it is important to carry on dreaming.” (Participant, 23). (Your Bricks case report p. 10)

The various objects provided a framework for the further discussion of the Your Bricks process and effects. The process was evaluated using an ‘H Diagram’ (see Figure 6). Using Post-it notes, participants were asked to indicate the negative aspects of the process on the left of the H and the positive aspects on the right. Suggestions for improvement were placed under the cross-bar of the H. This method is a quick and simple way to produce a visual representation of strengths and weaknesses.

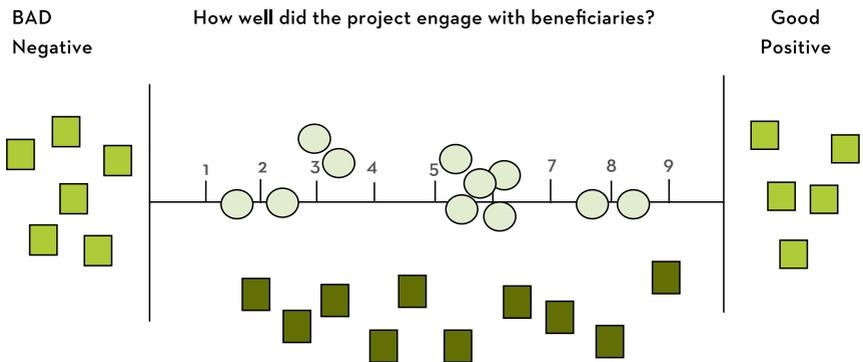


Figure 6. An H diagram (Source: Hunt & Spreckley, 2007)

The effects of the Your Bricks project were discussed using a method inspired by the impact flow chart, a visual group discussion technique which identifies the positive, negative and unexpected effects of an activity, and the interrelationships between those effects.

4.4.3 Insights with regard to expected and unexpected effects

A significant advantage of the monitoring and evaluation process applied in this case is that it not only determines whether the formulated objectives have been achieved, but gives a more nuanced picture of how the Your Bricks project has influenced the learning process of those taking part.

For example, it revealed that 21 of the 27 participants had successfully developed their original ‘social enterprise’ idea into a viable action plan which would support a real-life project. “*Without Your Bricks it would all have remained just a beautiful dream.*” (Participant, 21). The questionnaire responses (see Figure 7) in combination with the focus group discussions, allowed the researchers to determine precisely what the transition from idea phase to implementation entails, the progress made by the participants, and which components of the Your Bricks process had (or had not) made some contribution.

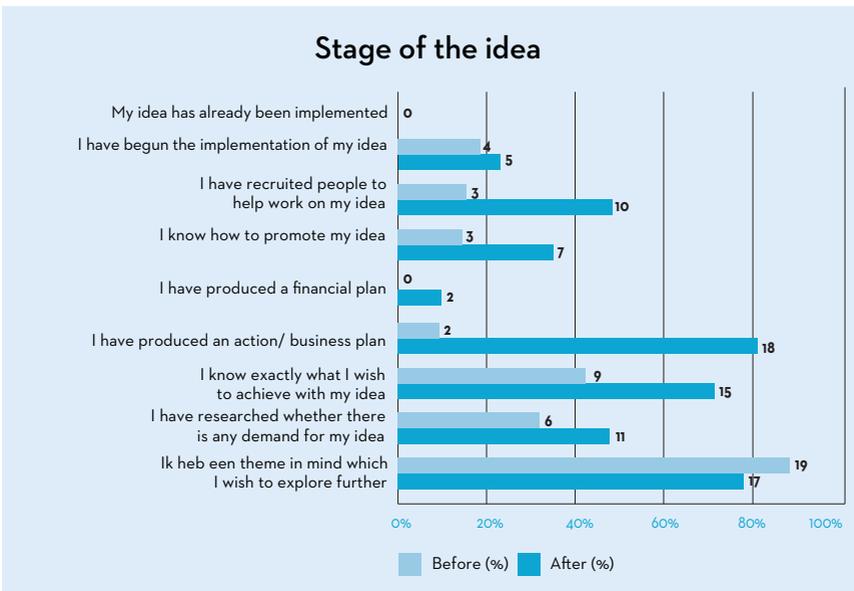


Figure 7. Progress in the transition from idea to implementation

The strength of a support network

It became apparent that most participants found it difficult to implement their idea within the timeframe of the Your Bricks project itself, where upon the post-evaluation was too early to determine practical success although five participants had indeed commenced implementation. Several had become involved in other participants' projects, some through an online network for recent graduates wishing to organise a social enterprise initiative or to support an existing project in order to gain work experience (www.werkenaandetoeekomst.nl). One participant had become actively involved in the 'Losse Vliegers' project, a theatre group which visits schools with stage productions examining the theme of sexual diversity. These examples, together with the results of the participative observation, indicate that networking between the participants, the Your Bricks coaches and other social entrepreneurs who had been invited as guest speakers, provided significant support and motivation. During the focus group discussions, participants stated that such networks and the framework provided by the Your Bricks project had done much to enhance their knowledge and skills, and had increased their confidence in both their ideas and their own abilities.

At first glance, this appears to contradict the somewhat surprising result revealed by the questionnaire responses which suggests that participants' self-confidence had actually declined (see Figure 8). A direct comparison of the questionnaire scores on the one hand, and the results of the focus group discussions and participative observations on the other, led the Your Bricks team to conclude that participants did experience a temporary 'dip' in confidence immediately after the masterclasses because they now realized the magnitude of the challenges that lay ahead. Many stated that they were now more aware of what would be required to bring their ideas and projects to a successful conclusion. Similarly, participants reported that they were nervous about starting work on their projects. This trepidation was, however, offset by the fact that they now had access to a network of like-minded people on whom they felt able to rely for support. *"You had the idea that you were not alone, but there were thirty others with marvellous ideas, all ready to help each other. One could feel the strength that comes from sharing knowledge, skills, experience and contacts."* (Participant, 19).



Figure 8. Rating of statements concerning self-confidence: average scores in baseline and post measurement (n = 22)

Social enterprise or enterprising action?

The contradictory results with regard to self-confidence revealed by the various research instruments prompted the programme team to engage in critical reflection on the concept of ‘social enterprise’. Your Bricks often uses the term in a general, all-embracing sense. For example, the questions of the questionnaire assume that better knowledge and skills in social enterprise would engender greater self-confidence and personal development as a ‘social entrepreneur’. Not all participants make the same association. “I would not apply the term social entrepreneur to myself” (Participant, 25). Those whose projects or campaigns had absolutely no profit motive tended not to regard themselves as ‘entrepreneurs’. Further refinement of exactly what the term ‘social enterprise’ is intended to convey was therefore an important learning point for the Your Bricks team. The key consideration was whether to apply the standard, narrow definition of social enterprise, in the sense of doing business in a way which respects the ideals of global citizenship, or whether the concept refers more to acting in an *enterprising manner*.

4.4.4 Insights with regard to the programme's theory of change and possible adjustments

As in the other cases examined in this study, a revised monitoring and evaluation design which incorporates various qualitative research methods produced valuable insights with regard to the theory of change which underpins the Your Bricks project.

First, the study confirmed that Your Bricks is successful in encouraging participants to refine their 'social enterprise' idea to form a concrete action or business plan. Second, Your Bricks can be seen to assist in the development of a support network which bolsters (self) confidence and spurs many participants into affirmative action. The Your Bricks team regards this as an important and encouraging effect.

The results of the monitoring and evaluation process also prompted an internal discussion about whether Your Bricks should aim to bring participants' ideas to fruition within the timeframe of the project itself, or whether it should merely attempt to give the participants a 'prod in the right direction'. If actual implementation is to be pursued, the programme must be less "easy-going" with greater reliance on mandatory homework assignments designed to meet the individual requirements of the participants.

Another very significant insight gained from the study is that Your Bricks could do more to bring participants into contact with social entrepreneurs, organisations and coaches who are able to provide the necessary expertise. This will further help to develop the networks which, as confirmed by the monitoring and evaluation results, are regarded as an extremely valuable source of support and motivation, and which can be seen to have a marked impact on the participants' self-confidence.

As mentioned above, an additional finding with regard to the theory of change relates to the possible adoption of a broader definition of the concept of 'social enterprise'.

CHAPTER 5

CONCLUSIONS

In this chapter we attempt to answer the two key research questions of this study, drawing upon the results of the four cases to determine the extent to which the use of qualitative research methods can help to strengthen the monitoring and evaluation of interventions designed to promote global citizenship, and the extent to which a qualitative research approach can enhance the learning culture within organisations concerned with global citizenship.

5.1. To what extent does the use of qualitative research methods help to strengthen the monitoring and evaluation of interventions designed to promote global citizenship?

An important finding is that all research methods tested during the study produced useable information about the effects of the interventions. This is partly because the qualitative research methods enabled the target groups to describe their experiences and express their own opinions on how the interventions had (or had not) affected them personally. They did so through a combination of open and closed questions, some answered individually and others during group discussions. The open questions of the 'Most Significant Change' method (e.g. 'what do you believe to be the most significant change in yourself as a result of taking part in this intervention'), the collective reflection on responses and stories, the focus group discussions and the participative observation all revealed important information about effects without the need for a rigid, pre-determined analysis framework. When they were implemented in a collective process, it became possible to examine certain effects from several perspectives

Based on the four cases in this study, we can identify the following **advantages** of the qualitative approach:

Better understanding of expected and unexpected results. A major plus point of the adopted approach was that it produced a deeper understanding of both the expected and unexpected results of an intervention, while the insights gained were more nuanced. For example, a more varied and detailed impression

was obtained of what ‘empathising with the emotions and experiences of a refugee’ actually means to young people who take part in the Humanity House ‘Journey of Discovery’. Similarly, the Woord & Daad case revealed that teachers who accompany students on field trips abroad take on an important role in promoting global citizenship. They too act as ‘ambassadors’. This was a significant unexpected effect which had not been revealed by previous monitoring and evaluation cycles.

There had been some concern that the open question format would reveal only the positive changes, leaving the more negative aspects underexposed. This fear proved largely ungrounded. In all four cases, relevant challenges with regard to the effects of the intervention were indeed identified: the relatively limited change in attitude in the NoordBaak case, for example, or the lack of behaviour change or greater factual knowledge among those who had taken the Humanity House Journey of Discovery. Similarly, critical questions were raised regarding the scope and duration of reported behaviour change among students taking part in the Woord en Daad intervention, and about the inconsistent results of the Your Bricks case with regard to the participants’ reported self-confidence.

Results-focused learning. As stated elsewhere in this report, where a programme seeks to bring about complex and unpredictable changes, it is important to assess its effects at the earliest possible opportunity, and to subject the programme to ongoing monitoring to ensure that it remains ‘on course’. Adjustments can then be made as necessary. This study reveals that the research methods tested do indeed support these learning processes. In each of the four cases, there are indications that the monitoring and evaluation process produced a deeper understanding of the theory of change (or intervention logic) underpinning the intervention, and has given rise to practical recommendations for modifications. In the Your Bricks case, for example, it became apparent that the terms ‘social enterprise’ and ‘social entrepreneur’ require further clarification. The monitoring and evaluation of NoordBaak’s Mondiaal Mondig programme prompted an internal discussion about its objectives with regard to attitude change. Some modifications to the programmes were made during the course of the study further to the interim results of the monitoring and evaluation process, one example being the new ‘Fair Day’ concept developed by NoordBaak.

Monitoring and evaluation is no longer outsourced to external experts:

An additional advantage of the research methods applied in this study is that they require no complex knowledge of statistical analysis or other scientific

disciplines. Such expertise is often not available within NGOs which promote global citizenship. The methods can be applied by the project staff themselves as part of the regular monitoring and evaluation cycles. Moreover, the organisation's management and all other staff become more closely involved in those cycles, whereupon the effects of the interventions take on greater relevance within the organisation. This said, the research coaches played an essential supporting role during the initial phase of this study, in which the research methods to be tested were selected and the research plan devised. The coaches also provided important input during the results analysis. Nevertheless, although the research coaches assisted in these essential aspects of the study, they did not undertake the actual monitoring and evaluation activities which fell entirely to the project staff themselves.

Alongside these advantages of the methods tested, the participants in the study also found themselves facing a number of **challenges**:

Time and effort. All target groups in the four cases indicated that they had enjoyed their involvement in the monitoring and evaluation process. However, project staff stated that the organisation of reflection meetings with the target groups (students and/or their teachers) proved particularly demanding. The Woord & Daad team held an evening meeting at its offices to reflect on the 'Most Significant Change' process alongside students and teachers. Project staff found this a useful and inspiring opportunity, but point out that the practical organisation of such a meeting demands much time and effort. Humanity House found it quite difficult to persuade teachers to take part in its reflection meetings, although those who did attend report that they found it a very inspiring and educative experience.

Limited research expertise. The organisations appear to have some doubt as to whether they possess adequate in-house expertise to apply the monitoring and evaluation methods in a (scientifically) correct manner, arrive at an adequate analysis of the results and draw valid conclusions. In two of the four cases, staff expressly state that they found working with open analysis frameworks and no predetermined indicators to be particularly challenging. As noted above, the supporting framework of the overall study, the input of the research coaches and the various collective reflection moments helped to overcome the challenges. The extent to which the organisations continue to use the research methods tested during the study remains to be seen.

5.2. To what extent does the use of qualitative research methods strengthen the learning culture and learning ability of organisations concerned with global citizenship?

The results of the study allow us to identify various characteristics of the qualitative monitoring and evaluation methods, and of the setting in which they are applied, which are likely to affect the learning ability of the organisation.

■ The research methods applied allow both the target groups and project staff to provide feedback about the effects of the intervention in a more structured manner. This is seen as highly motivating, and would appear to be all the more so where the working methods applied are in keeping with the organisational culture. This is illustrated in Textbox 10 with reference to the NoordBaak case. Similarly, in the Humanity House case it was noted that the discussion and selection of participants' personal stories had a positive effect on support for the 'Journey of Discovery' concept within the organisation. The fact that this process offered a framework for an internal discussion of the programme based on concrete monitoring data was seen as particularly valuable. The findings of all four cases confirm that discussions of this type can lead to new ideas and insights with regard to the interventions.

Box 10: The importance of a good 'match' between the monitoring and evaluation approach and the organisational culture

"Taking part in this action research study has been very useful and interesting. We have learned much and have gained valuable experience in using qualitative evaluation methods which rely heavily on input from our target groups. As an organisation, we can look back on the study with satisfaction. This method of evaluation is very much in keeping with NoordBaak's organisational culture. During our in-school projects, we have always engaged in a dialogue with students to gauge their opinions. Their comments were then passed on in an informal, rather unstructured way during team meetings and evaluations. In this study, we have listened to the target groups very closely, taking their comments and suggestions even more seriously. We not only heard what they thought of the intervention itself, but more importantly what effect our activities have on those who take part. We have noticed that the results of this type of monitoring are seen as more relevant within the organisation than those of a simple 'before and after' measurement. The results are therefore of greater value. We learn more from them, and we do more with them." (NoordBaak case report p.8).

■ The results of the NCDO study suggest that the use of qualitative research methods does not automatically create broad support for the monitoring and evaluation cycles within the organisation. Much depends on who has been assigned the task of conducting or coordinating the monitoring and evaluation activities, and who else among the staff or management is involved. In three of the four cases, the research was (partly) carried out by a trainee or intern. While this was a cost-effective solution, it may also have hampered the circulation and acceptance of the research results within the organisation as a whole. That the results did eventually find broad support was partly due to the active involvement of management and other staff in the monitoring and evaluation activities. They came to appreciate the value of the findings, and hence the methods which had been used to obtain them. The Woord en Daad management responded so positively to the results obtained during the study that the organisation decided to adopt the Most Significant Change method as a permanent component of the monitoring and evaluation process for its international development aid projects.

■ Various factors within the internal and external setting also play a role. In many cases, monitoring and evaluation is not merely a question of desire but one of necessity. Funding agencies often require evaluation as a condition of their financial contribution. Such external pressure significantly increases the likelihood of a monitoring and evaluation process being undertaken and completed. On the other hand, it is not always possible to conduct a full monitoring and evaluation process from which maximum benefit can be derived. There may not be enough time to do so, due to reorganisations or other commitments in an overly full agenda. Two of the original six organisations which agreed to take part in this study were forced to withdraw due to such factors.

CHAPTER 6

RECOMMENDATIONS

6.1. Recommendations for organisations involved in promoting global citizenship:

1. Diversify your monitoring and evaluation toolbox. The analysis of the four cases in this study reveals that the use of a diverse set of complementary research methods and research designs has clear added value. Combinations of quantitative and quality methods, research designs based on ‘before and after’ measurements, and participative methods offer ways to promote dialogue and discussion about the changes observed (e.g. in the form of collective reflection meetings at which MSC accounts are analysed). This can help to motivate and involve the target groups in the monitoring and evaluation process (e.g. the students who discussed and selected MSC accounts in the Woord & Daad case). This approach will also increase the likelihood of gaining more detailed feedback about the effects of the programme, and the mechanisms by which such effects were achieved. A good mix of methods also allows the effects to be assessed from various perspectives, which will not only result in a better understanding and deeper insight but will enhance the validity of the results. The Humanity House case, for example, actively involved students, their teachers, the programme team and the organisation’s management in the reflection on effects.

2. Use a mix of ‘predetermined’ and ‘ad hoc’ analysis frameworks. It is essential to have a thorough understanding of the theory of change (or intervention logic) which underpins a project or programme in order to arrive at appropriate monitoring and evaluation activities. This will form the basis of the ‘predetermined’ analysis framework and will also serve to delineate broader change domains, as in the Humanity House case where the ‘MSC inspired’ questionnaire was built around four change domains. Such formal analysis frameworks and their associated monitoring tools have one significant advantage in that they provide a clear direction for the analysis of expected change. They also permit a certain quantification and visualisation

of the monitoring results which will simplify the analysis itself. In the Your Bricks, Humanity House and NoordBaak cases, for example, the questionnaire results were distilled to form graphs and bar charts.

At the same time, there is a risk that the use of predetermined analysis frameworks will obscure important unexpected or unintended effects, and preclude a deeper interpretation of the observed effects. (This could be seen in the Woord en Daad case, where the effects on teachers accompanying field trips had previously been overlooked, and in the Your Bricks case where the use of qualitative research methods disproved the initial findings suggesting a decline in self-confidence among participants.) For this reason, it is important to use research methods which allow respondents to offer feedback about what they regard as the most significant changes, without imposing overly formal (predetermined) frameworks. The open questions of the Most Significant Change approach and focus group discussions are examples of such methods. Similarly, collective analysis moments involving various actors (target groups and project team members) should be relatively unstructured in order to allow participants to attach their own interpretation to the changes observed and how the project may have helped to bring about these changes.

3. Incorporate regular effects monitoring cycles. The analysis of the four cases shows that the incorporation of regular effects monitoring cycles into a project is not unrealistic and will allow lessons to be learned about the effects of the intervention ‘in real time’. In all four cases, this approach has resulted in a deeper understanding of the theory of change underpinning the intervention, which in turn led to the programmes being adjusted accordingly. Moreover, it served to increase involvement and engagement in the monitoring and evaluation activities on the part of both the target groups and the project teams. It is therefore a way of ensuring that monitoring and evaluation is seen as less of a ‘tiresome necessity’, but is recognized as an inherently valuable component of results-focused project management and a shared responsibility of everyone on the project team

4. Avoid outsourcing all monitoring and evaluation processes. There are benefits to undertaking the monitoring and evaluation processes in house rather than outsourcing everything to an external party. The resultant knowledge will be embedded more firmly within the organisation, and more likely to be used to support improvements. Again, closer involvement of the various stakeholders will ensure that monitoring and evaluation is seen as an important

and integral part of the intervention. It is nevertheless advisable to have a coach or other experienced researcher on hand during the crucial stages of the process, such as selecting and defining the methods, analysing data and arriving at conclusions.

6.2. Recommendations for funding agencies:

1. Avoid imposing mandatory monitoring and evaluation methods. Allow and embrace methodological diversity!
2. As part of the subsidy application, request a full description of an actor-centric theory of change which sets out the target group(s) which the intervention hopes to influence, either directly or indirectly, the expected or intended changes within these target groups, and the mechanism by which the intervention will bring about such changes. The funding agency is then in a better position to assess whether the proposed monitoring and evaluation system is in keeping with this theory of change.
3. Allow a budget to be reserved for the monitoring and evaluation processes.
4. Allow modifications to the original theory of change when they are based on the lessons learned from the monitoring and evaluation processes.

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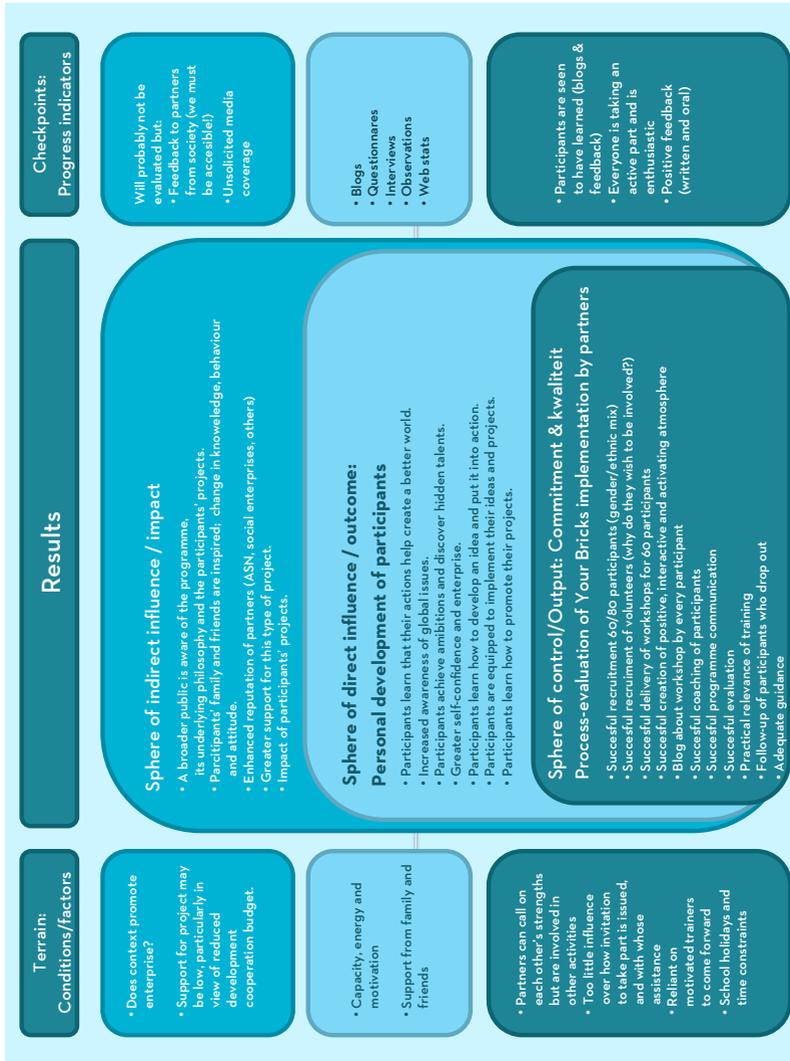
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APPENDIX 1: WOORD EN DAAD RESEARCH PLAN

Period	Target group	Objective	Method	By whom?	Implementations/ results
June 2013	All 49 current ambassadors, 15 past ambassadors, 8 teachers	Gather personal accounts of the Most Significant Change	Online survey with three open questions	WE-campaigners	Response: 38 ambassadors and 6 teachers
July 2013	All ambassadors and teachers who completed the questionnaire	Assess and analyse MSC stories; select 8 ambassador accounts which show the most significant changes, together with all teacher accounts	Assessment and analysis by WE campaign team, assisted by the research coach. Only ambassadors who have given at least one presentation were selected.	WE-campaign team, advised by Jan Van Ongevalle	8 student accounts and all 6 teacher accounts were selected. All are included as an appendix to the case report.
4 November	11 ambassadors; 4 teachers	Meeting in Gorinchem: MSC discussion.	Meeting, facilitated by moderators, a minutes secretary and the research coach.	WE campaign team, support staff, Jan Van Ongevalle	Students and teachers discussed the accounts in two groups. Findings are included in the next chapter of the research plan.
11 November	Wees Eerlijk-Campaign team	Reflection on study results, formulation of conclusions.	Meeting of the campaign team to reflect on the MSC process (Woord en Daad and ZOA)	WE campaign team	Findings are included in the next chapter of the research plan.
December		Production of draft report	Written report including (summarized) accounts, meeting report and analysis.	Aldwin Geluk, advised by Jan Van Ongevalle	

(Woord & Daad case report p. 11)

APPENDIX 2: YOUR BRICKS THEORY OF CHANGE



(Your Bricks case report, p 32)

APPENDIX 3: WOORD & DAAD INSIDE – OUTSIDE STORY

Outside story	Inside story
<p>The invitation to take part in the NCDO action research study came at the perfect moment for us. We had just been informed that SBOS [a funding agency within the Ministry of Foreign Affairs] expected us to measure the impact of the Wees Eerlijk ambassadors' work. We were already looking for a way in which to do so at reasonable cost. Several ideas were under consideration.</p>	<p>The members of the campaign team were particularly pleased to receive the invitation, not least because it meant that we had found a way of producing a research report, under professional guidance, without excessive costs in either money or manpower. This report would satisfy the funding agency's requirements, while also allowing us as an organisation to draw important lessons. Several staff immediately suggested ideas for a rapid, practical qualitative research approach.</p>
<p>The first meeting in Utrecht served to refine the plans somewhat. The input of the research coaches persuaded us to shift from a quantitative to a qualitative approach, namely the Most Significant Change method. This seemed to offer a good way of gathering useful and interesting results without having to produce numerous questionnaires and surveys.</p>	<p>This way of working did raise some questions. The research professionals within the organisation were enthusiastic from the outset, and asked to be kept informed of progress as they wished to apply a similar MSC approach in international development aid projects. Within the campaign team itself, there was a mixed response. Some saw MSC as an exciting challenge, others were more cautious, largely due to unfamiliarity with the approach.</p>
<p>After a period of inactivity, the second meeting prompted the completion of the research plan. The various aspects were now more structured, and an initial research design and timeframe established.</p>	<p>My own enthusiasm began to develop at this stage. Given our initial hesitancy, I thought that we would probably be lagging behind the other organisations taking part in the study. In fact, this was not the case. I was already eagerly anticipating the results of the study.</p>
<p>In May/June, we began to send out invitations to complete the web survey. Following several reminders, some sent directly via WhatsApp, Facebook and Twitter, we achieved a 100% response from the teachers and a 78% response from the student ambassadors. This was seen as satisfactory. In the event, some of the completed survey forms were rather cursory, although several were gratifyingly comprehensive.</p>	<p>As a campaign team and as two participating organisations, we were keen to learn what results 'our' field trips were having. We were immediately impressed and encouraged by the accounts of various student ambassadors. They enabled us to make certain choices with regard to forthcoming field trips.</p>
<p>The selection of the accounts by the campaign team went without a hitch; we were able to identify the most significant changes very quickly.</p>	<p>This selection prompted lively and constructive discussion among the campaign team. You quickly learn each other's priorities: what they consider most important.</p>
<p>The MSC meeting in Gorinchem was constructive. Four teachers and 11 student ambassadors took part in the discussions and all were able to draw firm conclusions. A written report of all discussions was produced.</p>	<p>This was the point at which something became clear to me and the campaigners that I had not realized up until this point: this programme, which began some three years ago with the production of a subsidy application, really is changing people's lives. Talented young people have explored places and done things that they would otherwise never have contemplated, and they have managed to inspire others through recounting their experiences. I feel pleased and proud.</p>

(Woord & Daad case report, p 27)

This report presents the results of a study conducted using the action research approach, in which four Dutch organisations involved in promoting global citizenship experimented with the use of qualitative research methods within their monitoring and evaluation cycles. The purpose was to gain a deeper understanding of the effects of their interventions. The methods tested included Most Significant Change, Kelly's Repertory Grid analysis, focus group meetings and participative observation. The study was initiated by NCDO and was conducted between early 2013 and mid-2014. Based on the insights gained by the four participating organisations, this report reflects on the use of qualitative methods in the monitoring and evaluation of global citizenship interventions. Does the qualitative approach help to strengthen the learning culture and learning ability of the organisations? And does it serve to improve the monitoring and evaluation of global citizenship interventions?

Through research, education and other activities, NCDO promotes public awareness with regard to international cooperation and the importance of the Netherlands' contribution. This report is the fourth publication in the NCDO Evaluation Series.



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