|  |  |  |
| --- | --- | --- |
|  | Ministerstvo zahraničních věcí České republiky | Ministry of Foreign Affairs  of the Czech Republic |

**Project evaluation report**

**Czech Development Cooperation of the Czech Republic**

**World in One Day – project days with global development themes**

(Svět v jednom dni – rozvojová témata v projektových dnec

16/2012/16, 16/2013/02, 16/2014/02



**Evaluation team of Akses, spol. s r.o.**

**PhDr. Dmitrij Švec**

**Ing. Vladimír Sodomka**

****

**Executive Summary**

Czech Development Agency (CZDA) annually announces grant selection procedure for the grant program "Global development education and awareness" to support projects in the field of international development cooperation submitted by non-profit organizations and other eligible entities. Until 2010 Ministry of Foreign Affairs (MFA) was the promoter of this grant program.

This evaluation has been awarded by MFA and secured by the evaluation team of the company Akses, Ltd. consist of PhDr. Dmitrij Švec a Ing. Vladimír Sodomka.

This evaluation was focused on a comprehensive evaluation of the project „The project „World in One Day – project days with global development themes“. The project was implemented from 1st of January to 31st of December 2014 by ARPOK. The project was co-financed from development cooperation funds. Total financial allocation of the project was 2 266 462.50 CZK, from which subsidy amounted 1 978 622.50 CZK. Sponsor of the project is the Czech Development Agency. The project has necessary features of a pilot projects (bottom up, demand driven, involving target groups in creating and validating outputs). The projects objective is to contribute to the National Strategy for Global Development Education (GDE) 2012-2015 by increasing professional knowledge of teachers in the field of integrating development themes into education by using interactive methods of teaching (project days).

Due to financial cuts of the subsidy project promoter had to reconsider range of activities of the intervention. After consulting with CZDA the project scope was re-arranged (kindergartens were taken out including planned methodological guide, number of schools decreased and number of teachers involved decreased) During the implementation a new project output was added – World School.

The project mainly aims at the following objectives of the National Strategy for Global Development Education 2012-2015:

a) Education policy and statutory sector in education

g) Continual adult education.

The project successfully achieved its goal: to increase the expertise of the teaching staff in integrating development issues in teaching using interactive teaching methods (project days). Conducted survey among participating teachers confirmed strengthening of the professional skills of teachers in GDE (Project Teaching) – mainly ability to realize the learning process taking into account the needs and interests of students, the ability to create adequate and stimulating environment for learning, and the ability to plan lessons with regard to interdisciplinary links. From the perspective of individual activities and majority of outputs (with the exception of the consulting centre and lower participation in summer school) were successfully fulfilled. Impact assessment, given the short time since implementation is limited, however, results of the conducted survey show that compared to the situation two years ago, there are more often GDE themes integrated in education (57% of respondents say more, 29% say the same). GDE topics are mostly integrated into the educational curriculum within projects/project days and cross-sectionally within several subjects (especially natural science, citizenship education, language training, incl. translations, health education, protection of the population etc.). In addition, the evaluation has documented a number of effects caused by the project (affected), which were captured within Outcome Harvesting. The main changes that have been identified within the project: Strengthening the competencies of teachers and schools in the area of ​​project teaching, respectively realization of the project, respectively thematic days. Further contacts between "teachers of GDE" and sharing of information and motivation, and thus greater cooperation and linkages. Pupils were improving communication, cooperation, and also improved attitudes. Teachers assess that children are more sensitive and empathetic towards global issues, as well as discussing (transmitting) findings into its surroundings. Specific changes in children's behaviour can be recorded, for example when donating pocket money and involvement of children in activities. There is greater (thanks to the program) participation in content and community involvement through events of the World Schools and there is an increase in prestige (image) of schools as being "world class" thanks to the World School title received. It can also be positively assessed that a large proportion of respondents in the survey planned future participation in the World School program. The evaluation tested and piloted a methodology for impact assessment of pupils. The results are indicative, but they show some positive pupil attitudes to the global themes, and can serve to facilitate further systematic evaluation.

Most of the schools surveyed planned to continue organizing project days in the field of GDE. Implementer continues in activities and cooperation with schools and aims to offer support on market driven basis (the organization offers project days for a fee and a package of methodologies in the shop for a fee). The question is the model of economic efficiency in a distorted market environment of education.

The project promoter respected during implementation all cross-cutting principles, mainly criterion Respect for the environment and climate, as well as a criterion external presentation (visibility).

**The evaluator assesses the project as successful because it reached its objectives and brought many positive effects, and fulfilled the main evaluation criteria.**

Overview of the main project recommendations with high criticality is given in the following table.

Table: Overview of the main recommendations (1 most critical)

|  |  |  |  |
| --- | --- | --- | --- |
| **Type / level of recommendation** | **Recommendation** | **Main addressee** | **Criticality** |
| Recommendation to continuation of development cooperation in the field of GDE in the Czech Republic | Develop action plan of the National Strategy of GDE with concrete implementation steps | MFA, resp. Coordination group GDE | 1 |
| Recommendation to continuation of development cooperation in the field of GDE in the Czech Republic | Develop specific implementation strategy for GDE for Ministry of Education, Youth and Sport (recommended to discuss in the working group) | Ministry of Education, Youth and Sports (MEYS) | 1 |
| Procedural and systematic recommendations | Focus GDE to one cross-cutting topic | MEYS (sponsor of Framework educational programmes) | 1 |
| Procedural and systematic recommendations | Include GDE in Regional Action Plans for Development of Education | Regions, ARPOK | 1 |
| Procedural and systematic recommendations | In relation to Strategy 2020 for educational sector include GDE under the Education for sustainable development | MEYS | 1 |
| Procedural and systematic recommendations | Recommend school´s directors to include selected themes in particular school year teaching plan through a methodological guideline and bulletins of the Ministry of Education to support GDE | MEYS | 1 |
| Procedural and systematic recommendations | Create an advisory group focusing on GDE made of school principals | MFA | 1 |
| Procedural and systematic recommendations | Revise methodological and didactic material available on rvp.cz and regularly update them and create a central database of GRV material freely accessible | MEYS | 1 |
| Procedural and systematic recommendations | Verify the extent and efficiency of obligation of project promoters to publicize methodologies to support teaching of GDE | CZDA | 1 |
| Procedural and systematic recommendations | Create and make accessible methodologies for teachers related to formative evaluation of knowledge, skills and attitudes of pupils in GDE fields. | MEYS (Czech School Inspectorate) | 1 |
| Recommendation to continuation of development cooperation in the field of GDE in the Czech Republic | Design and implement targeted communication campaign about GDE „Česko pomáhá – školy pomáhají“ (“Czech Republic help – Schools help”) towards teachers | MFA, CZDA | 1 |
| Procedural and systematic recommendations | Verify future eligibility of costs related to substitute teachers | CZDA | 1 |
| Procedural and systematic recommendations | Verify possibilities to support skills of teachers related to implementation of GDE from funds of the Operational Program Research, Development and Education | MFA | 1 |
| Recommendation to the project | Publish the methodological materials on the website and the Methodological Portal of MEYS free to use | ARPOK | 1 |