

REPORT ON THE STUDY:

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

Ukraine and Global Education

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ABSTRACT

UKRAINE

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

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

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

Key recommendations:

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

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

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

GLOBAL EDUCATION

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

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

Key recommendations:

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

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