

Development Perspectives

Insight 2015 Evaluation Report



Trócaire



2015
European Year
for Development

CONCERN
worldwide



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

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Introduction

Development Perspectives (DP) established the Insight programme in 2006. Since then, Development Perspectives have grown to become a successful, leading development education NGO in Ireland. The Insight programme is 8 months in duration and consists of three phases:

Phase One: The pre-departure phase takes place over three weekends. During this time, the programme explores the concept of development as well as prepares the participants for the overseas phase.

Phase Two: The overseas phase takes place in June/July, for three weeks in partnership with Uvikiuta in Tanzania. This phase contains a practical work project while also continuing workshops on development issues.

Phase Three: The public engagement phase takes place in Ireland over three weekends and in the spare time of the participants. The focus is on participants becoming active in their local communities in the area of development and engaging with the public on development related issues.

DP's work explores, examines and acts upon a range of issues and challenges that face our world. They have built on the energy of their participants, the continued support from donors, and the solid partnerships they have established with local communities both at home and abroad.

DP focus on topics such as poverty, human rights, trade, globalisation, conflict, sustainability, interculturalism, systems thinking, social change and aid. Their approach engages participants in an experiential learning journey that aims to challenge their views, opinions, knowledge and awareness of the world around them.

Objectives of Insight

DP believes that the best way of tackling global issues is through transformative education and active global citizenship. The goal of the Insight programme is to create a network of influential community stakeholders and practitioners that will promote public awareness of global justice issues and engage citizens in Ireland in tackling these issues. There are two key objectives in achieving that goal:

1. Influential community stakeholders/adult community practitioners have increased awareness and critical understanding of development and global justice issues gained from experiential learning.
2. Strengthened capacity and empowerment of adult and community stakeholders/practitioners to deliver high quality, action orientated Development Education initiatives.

Seven indicators were established (three for Objective One and four for Objective Two).

Objective One indicators:

1. Knowledge of different development theories
2. Critical understanding of poverty and inequality
3. Awareness of the Millennium Development Goals/ Post- 2015 Goals/Sustainable Development Goals

Objective Two indicators:

1. Level of critical thinking
2. Performance in problem based learning activities
3. Number of participants who have designed, facilitated and evaluated development education initiatives
4. Confidence levels

DP based their research on Key Performance Indicators (KPIs). Targets were set prior to the programme and the aim was to reach those targets by the end of programme.

Methodology

Introduction

In order to conduct an evaluation of the programme both quantitative and observational methods were used in the research design. The quantitative method allowed DP to receive direct feedback from participants about their experience and knowledge, pre and post programme. The observational technique is derived from the documentary made in the course of the programme. Participants were filmed and interviewed on camera throughout the 8 months which proved to be a useful method in tracking their progress.

Data Collection and Surveys

Insight 2015 participants completed two surveys. Respondents filled out a survey prior to beginning of the programme. This created a baseline for the research. Once the programme ended, the participants were asked to complete the same survey again. The post-Insight surveys were used to determine whether participants made progress in the key indicator areas (Appendix A).

Eleven Irish participants completed the pre-Insight survey while 24 (16 Irish and eight Tanzanian) participants completed the post-Insight survey.

The entire programme was documented this year by Blaine Rennicks. He filmed all three phases, including shooting footage in Tanzania for two weeks. It is possible to see the progress of individuals and groups in the footage without them necessarily speaking directly of their progress. The director conducted interviews throughout the documentary with certain participants to observe their development.

Baselines and Targets

By collecting data at a pre-programme stage, DP created a baseline for the research. It allowed them to know the starting point of the participants in terms of their knowledge, skills and experience. By creating this starting point, it allowed DP to measure the scale of change that took place over the eight months.

A set of targets were established that would signal the success of each indicator. By the end of the programme the following targets should have been achieved:

- 75% of participants refer to different development theories
- 90% of participants can distinguish between relative and absolute poverty and equality of opportunity/ outcome as well as identifying causes and effects of poverty and inequality
- 100% of participants can identify all the MDGs and articulate knowledge about the SDGs and beyond 2015.

- 80% of the participants will have medium to high level of critical thinking skills
- 80% of participants will have a high level of problem solving skills
- 100% of participants who complete Insight will have designed, facilitated and evaluated their own development education session
- 80% of participants have increased levels of confidence.

The Insight programme is designed to provide these skills, experiences and knowledge to the participants. These figures should be reflected in the results of the post programme survey in order for the programme to have reached its objectives and over-arching goal.

Analysis of Data

The analysis of the surveys completed by both Irish and Tanzanian participants was completed over the course of seven days. The pre-programme questionnaires were analysed first, as they created the baseline for comparison purposes and gave the researcher an indicative starting point. For each indicator there was a corresponding question on the survey. For example, those who had expressed high levels of confidence prior to the programme were accounted for as well as those who did not. A percentage was created in respect of each indicator from those participants who took the initial survey, and this became the baseline. The same process was followed for each indicator in the post-programme survey.

Strengths & Weaknesses of the Research

The strengths of using a survey for this particular piece of research was useful as it allowed the respondents to answer directly the questions that were related to the indicators and objectives. It also allowed DP to create a starting point for the research, which had a substantial role in showing the progress of the participants by the end of the programme eight months later. The use of open-ended questions, and space for respondents to contribute their thoughts was a useful facility, which allowed respondents to list their experience and the changes that occurred during the programme. It allowed the use of quotes from the participants in the research. The documentary was a powerful visual that captured the progress and the change in participants over the eight months and allowed us to connect with the participants' experiences. The participant's development is visible throughout the documentary.

There are some gaps in the research for example, half of the Irish participants responded to the pre-programme survey(11). Both Irish and Tanzanian participants completed the final survey, totalling 24, which was a much stronger response. Numerous efforts were made to contact other participants to complete the survey for our research, but to no avail. The numbers who took the pre and post survey affects the

research results, however not significantly enough to distort the overall achievements of the programme. The use of quantitative methods is restrictive and limits the research to numbers. There is also the issue of respondents misinterpreting or misunderstanding the question posed to them on the survey. The use of open- ended questions also makes it difficult to correlate and quantify data. The documentary footage is quite useful, however, it is limited as a method of data collection. As it is a visual, it needs to be viewed and is in itself a piece of research on the Insight Programme.

Findings

Presented below are the pre-Insight and post-Insight findings. These diagrams clearly highlight the progress made by participants during the programme. It also shows which indicators met their targets.

Graph 1: % of participants pre and post Insight with knowledge of three indicators relating to Objective 1.

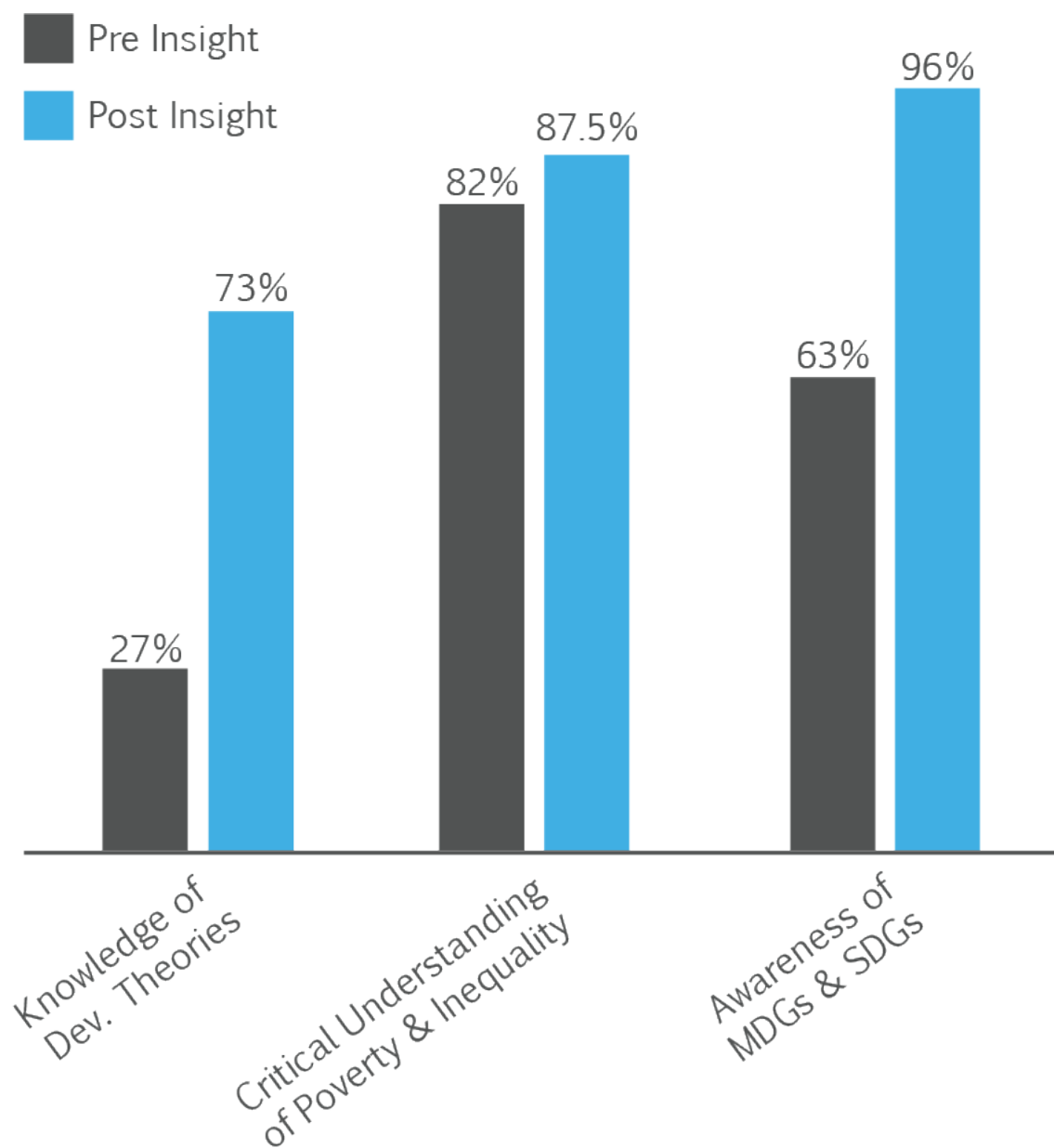
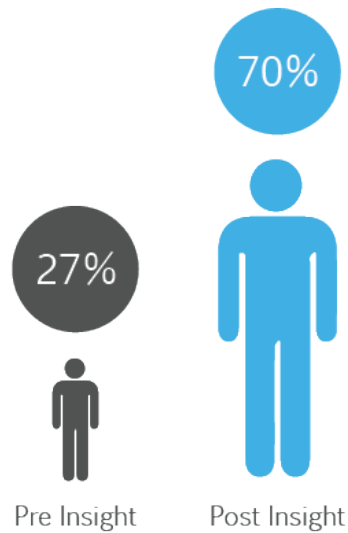


Figure 1: % of participants pre and post Insight reporting medium-high level of critical thinking relating to Objective 2

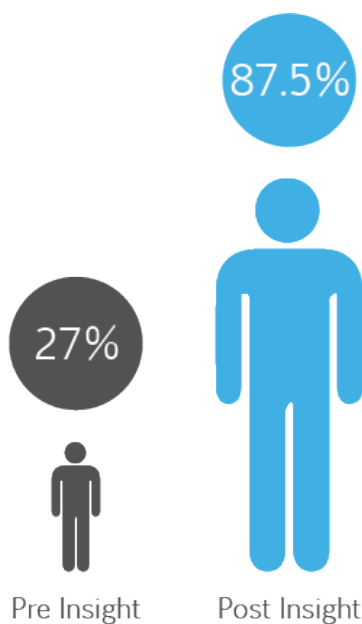


Medium - High Level Critical Thinking

“I feel I have become more of a critical thinker since the insight project challenging my own views as well as others.”

“...look at things objectively, to think outside the box, find your blind-spots, understand something from a different perspective.”

Figure 1: % of participants pre and post Insight reporting medium-high level of critical thinking relating to Objective 2

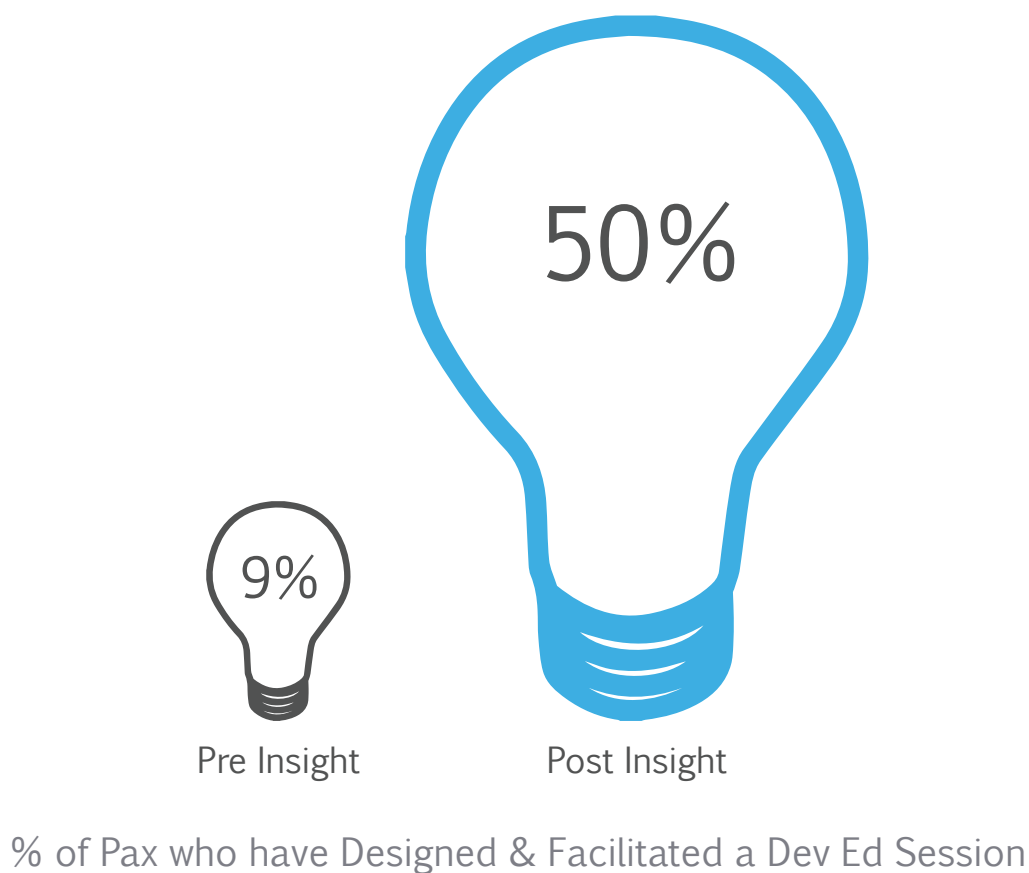


High Level of Problem Solving Skills

“...as a group we worked together to solve different tasks-maximise positive impacts.”

“...to understand the problem, discuss together, and make everyone involved to find a solution”

Figure 3: % of participants pre and post Insight that have designed and facilitated a development education session relating to Objective 2

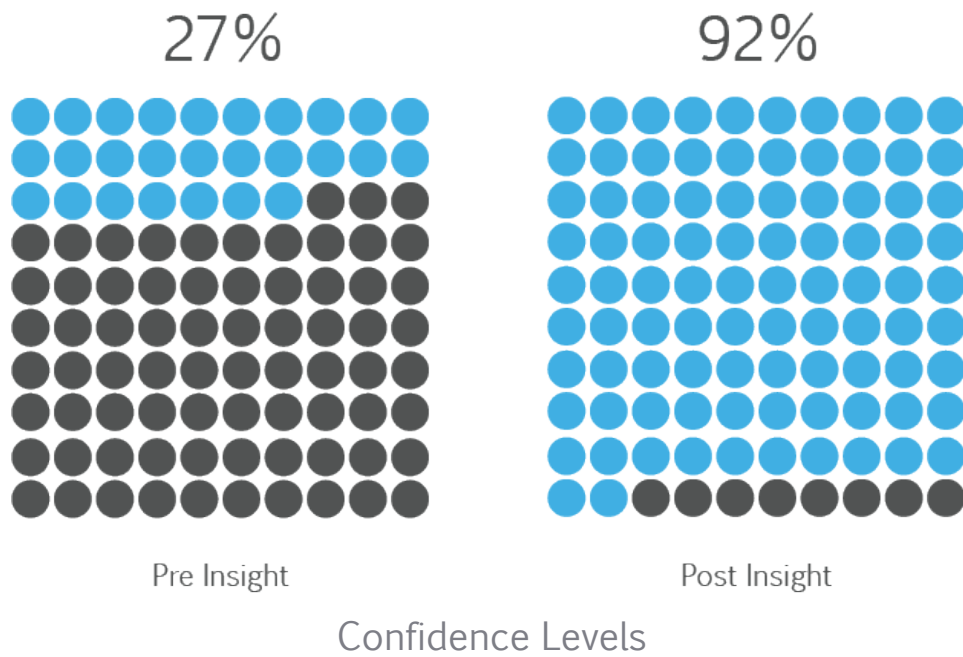


“...more confident sharing opinion, able to challenge ideas of others... able to speak and facilitate a group of people...”

“I now feel that I have the practical capabilities to actually go out and effect change. I would have doubted if people would have listened before but now I appreciate that any change is still change and that we each have the responsibility & power to spread awareness & education to one another.”

– In phase three of the programme, this participant played a leading role in a theatre of the oppressed piece that had five showings.

Figure 4: % of participants reporting high confidence levels pre and post Insight relating to Objective 2



“The magnitude with which my confidence has increased has been great. The first day I came to Insight my confidence began to increase. That day I was very nervous-shaking like a leaf-and I remember [Bobby] mentioning acting and I said to myself ‘not in a million years’”.

“...now able to portray inner confidence thanks to Insight...”

Recommendations

This section is divided into three parts: The first looks at the broader lessons and recommendations for future programmes. The second focuses on the achievements in respect of each objective and the third looks at the implications of these findings for future programmes. It will also look at the need for further research in target areas that need improvement in order to reach the overall goal of Insight.

Broader Lessons

The number of participants who showed a high level of problem solving skills and a high level of confidence by the end of the programme exceeded the targets. The indicators for Objective One were in line with the pre-set targets and within 4% of the targets. It is evident from these figures that the Insight programme is working in the right direction to achieve its objectives and goal.

The confidence levels indicator showed the greatest increase. Pre-programme only 27% of the group described themselves as highly confident public speakers and facilitators, and after the programme this grew to 92%. The activities that promote confidence need to be maintained in the programme. It is clear from the comments participants made about their own confidence that they experience a transformation within themselves over the course of the programme.

The indicator that showed the least progress related to the number of participants who designed and facilitated a development education workshop. For this programme to reach its overall goal, the participants need to become practitioners/ community stakeholders and feel empowered to interact with the public on development issues. This indicator needs more focus and attention in future Insight programmes. It is recommended that further research be carried out on this indicator. For example, by contacting previous participants and creating a focus group to discover why some participants fail to design and facilitate a development education workshop in phase three. In the light of the research, modifications should be made to the programme with a view to achieve the 100% target. It will be the responsibility of programme coordinators and facilitators to implement and monitor the modifications made to the programme.

Achievements

Objective One

The programme fell short of the targets for each indicator in objective one however, significant progress was made by the participants. The participants' knowledge of development theories increased by 43% as

Insight engaged them in workshops on different theories and challenged their understanding of them. There was a slight increase in their critical understanding of poverty and inequality. Finally, the programme fell short by just 4% of reaching the target for the final indicator on awareness of MDGs and SDGs. The group learned about both MDGs and SDGs through workshops and from each other throughout the programme. Despite falling within a few percentage points away from the targets, the programme has taken great strides towards achieving Objective 1. The participants showed increased awareness and critical understanding of development and global justice issues gained from experiential learning.

Objective Two

Insight partially fulfilled Objective Two as the participants' capacity and empowerment was strengthened. The majority of the group did not deliver high quality, action orientated development education initiatives. The programme achieved 70% of the 80% target for critical thinking. Their critical thinking skills improved greatly, as their perceptions and ideas were challenged throughout workshops in phase one and two of the programme. Insight exceeded its target for problem-solving skills. The groups engaged with a series of problem solving tasks throughout the programme on an individual and team basis. The increase in the number of participants who were identified as good problem solvers post-programme, is significant.

In phase three of the programme, participants decide the issues they are passionate about and receive training in facilitation and workshop design. Workshops involved explaining why it is important to engage the public in phase three, and how they can do that. The confidence levels of the participants significantly increased to 92%, which exceeded our target of 80%. The programme succeeded in this target area because it involves stepping outside one's comfort zone- travelling to Tanzania, living there for three weeks, meeting new people with a different cultural background-and growing as a person arising from that experience. The programme also asks the participants to be open-minded, engaging and sharing their thoughts and opinions in a safe environment. These activities build the participants' confidence to speak their mind and challenge their own and others' perspectives. The idea is to build their confidence as facilitators and public speakers so they will take action in phase three of the programme.

Over all, Objective One fell short of two of its targets however the participants increased greatly their awareness and critical understanding of development and global issues within the 8 month period. Objective Two was successful in the areas of empowerment and strengthened capacity however lacking in participants who facilitated development education workshops.

Implications

The major implication of this report is that research must be carried out to find a solution that will ensure the programme achieves Objective Two. The results of this research will require input from Insight alumni who will in turn inform a review of the programme with a view to achieving higher target levels. It will be the responsibility of programme coordinators and facilitators to incorporate the new methods into the programme. The new methods can be evaluated in tandem and independently from the Insight 2016 Evaluation Report. The workload of staff will increase as the measurement of this indicator will be evaluated separately. Over all, the new methods when implemented should increase the numbers of participants who facilitate and design development education workshops. The experience of the alumni is invaluable in discovering why some of the participants do not take action in phase three and how the programme can be improved to provide the tools that participants need in order to take this action. If steps are not taken to improve the programme in this target area, the overall goal of Insight i.e. “a network of influential community stakeholders and practitioners that will promote public awareness of global justice issues and engage citizens in Ireland in tackling these issues” will not be achieved.

Conclusion

Overall Insight 2015 was very successful. Targets for problem-solving skills and confidence levels were exceeded. Objective One was largely met, as the indicators were just 4 percentage points off target. The programme provided the participants with knowledge, awareness and understanding of global issues and will continue to do so. Objective Two was successful in some areas. As mentioned, the programme exceeded the target in the areas of problem solving and confidence levels. There needs to be an improvement in the programme to increase the percentage of participants designing and facilitating workshops. Programme coordinators should carry out the recommended research in order to do so. Over all, Insight 2015 was one of the most successful programmes to date and it will continue to advance and adapt to ensure that the overall goal of the programme is attained.

Acknowledgements

Development Perspectives would like to thank all those who made Insight 2015 a success. The programme would not be possible without the support of Irish Aid, Trócaire, Concern, Concord, European Year for Development and Ian Millership and Sandra Carey.

The Insight programme relies on the input of facilitators and would like to thank Kieran Gallagher, Idan Meir, Michael Doorley, Emmett Sheerin, Daudi Nyaluke, Carmine Rodi Falanga, Peter McVerry and Tom Meaghar for giving their time, knowledge, skills and experience to the programme. DP would also like to thank their partners in Tanzania, Uvikiuta for hosting phase two of the programme and supporting Insight for the past number of years.

Development Perspectives would also like to extend great appreciation and thanks to the Insight 2015 Ambassador, Maria Walsh, as well as Irish Ambassador to Tanzania, Fionnuala Gilsean and Dr. Trish Scanlon of the Children's Oncology Clinic in Dar es Salaam.

Development Perspectives are grateful for the work that Blaine Rennicks has done, shooting and editing the Insight 2015 documentary. Great thanks also go to Development Perspective's director, Bobby McCormack who directed the documentary and coordinated the Insight programme this year.

They would like to thank the Insight 2015 leaders, Barbara O'Connor, Gareth Conlon, Hoyse Mshiu, Sam Haziliti, Aoife Kirk, Colm Durham, Laurence Mbeyala and Godson Mlay, who coordinated and lead each group throughout the programme.

DP also extend thanks to their team, Margaret Downey, Deborah Conlon, Elaine Cronin, Paul Crewe, Stephanie Kirwan and Alex Murphy, for their hard work in planning, recruiting, advertising, coordinating and organising the programme throughout the year. Finally, Development Perspectives would like to thank their Board of Management for their support throughout the year and their input to the Insight programme.

Appendices

A. Pre & Post Insight Programme Survey

Phase 1

Please fill in each section of the questionnaire circling yes or no where appropriate and giving detailed answers where necessary.

Name _____

Date _____

Knowledge

1. Do you have any knowledge of existing models/theories of Development?

yes/no

If yes, please list the models/theories that you are aware of.

2. Can you differentiate between relative poverty and absolute poverty?

yes/no

If yes, please outline your understanding briefly.

3. Have you heard of the Millennium Development Goals (MDGs)?

yes/no

What is your knowledge of the process regarding the goals beyond 2015?

Skills – Critical thinking and problem solving activities introduced (weekend 1)

1. Are you a “critical thinker”?

yes/no

What do you understand by the term “critical thinking”?

2. Are you good at solving problems

yes/no

If yes, provide evidence

2b. How do you react when faced with a problem?

3. Do you have any experience of designing and delivering Development Education workshops or programmes?

yes/no

If yes, please give details

Empowerment

1. Are you a confident public speaker?

yes/no

Are you a confident facilitator?

yes/no

Would you like to improve your competency levels in both these areas?

yes/no

2. Do you think “Insight” will help to increase your confidence?

yes/no

If yes, how?

3. Do you set personal goals regarding Development issues?

yes/no

If yes, on what?

4. Do you consider yourself to be a Global Citizen?

yes/no

Please outline what you understand the term “Global Citizen” to mean?

5. How do you envisage utilizing any learning or skills from this programme in future action?

Engagement

1. Have you recently engaged members of the public in Development issues?

yes/no

If yes, please highlight how?

2. Are you an active member on DP's facebook page or Twitter account?

yes/no

3. Have you written a blog or story on Development issues?

yes/no

4. What is DPTV?

5. Have you watched any documentaries on DPTV?

yes/no

6. Have you visited DP's website?

yes/no

EXPERIENCE

1. Have you participated in any previous Development Education programmes

yes/no

If yes, please give details

2. Do you work currently in the Development sector or have you in the past?

yes/no

If yes, please give details

Thank you

B. Participant's Public Engagement Reports

Insight 2015 – Public Engagement Reporting.

Date of Activity:	28/09/2015
Group members:	Claire Hegarty, Eric Duggan and Mairead McDevitt
Venue:	Community Radio Youghal (CRY 104FM), Nagle House, South Abbey, Youghal, Co. Cork
Target Group:	Local listeners of community radio youghal. CRYFM is broadcast to youghal town and the surrounding area
Theme/Issues Covered:	Our experience in Tanzania, Tanzanian culture and our participation in the Insight 2015 programme with Development Perspectives.
Brief Overview of Session:	We recorded the interview with Gertrude Cotter, who's a volunteer presenter with Community Radio Youghal. Gertrude presents the show called "The Global Hub". The interview was recorded on Saturday September 26th and was broadcast from 3-4pm on Monday September 28th to the local listeners. During the interview, Eric, Mairead and I discussed our experience in Tanzania, Tanzanian culture and development issues associated with both Ireland and Tanzania (Equality and Poverty) We also talked about DP and our involvement in the Insight 2015 programme and what we intend to do going forward from this experience. We mentioned contact details, such as the DP website and facebook page, for people who may be interested in DP and/or Insight 2016.

Signed: __Claire Hegarty_____

Date: __15/11/2015_____

Insight 2015 – Public Engagement Reporting.

Date of Activity:	Saturday October 10th
Group members:	Eric Duggan, Claire Hegarty, Mairead McDevitt
Venue:	Community Radio Youghal, Youghal, Cork
Target Group:	25-40
Theme/Issues Covered:	Insight and Development Education
Brief Overview of Session:	Brief Interview with Gertrude Cotter about our experiences

Signed: Eric Duggan **Date:** 28/10/2015

Insight 2015 – Public Engagement Reporting.

Date of Activity:	25- 28 Oct. , 5 Nov, Oct-Nov
Group members:	Karen Kennedy
Venue:	Provided Homestay for two Tanzanian guests 25- 28 Oct
Target Group:	Introduced Tanzanian guests to my family and work colleagues.
Theme/Issues Covered:	<p>Exchanged different cultural/family/educational experiences for both Ireland and Tanzania. Felt homestay was a very important and rewarding experience for me personally.</p> <p>Hero for Sustainability 1-hour outdoor workshop designed with Colm Durham and Claire Hegarty 30 Oct -5 Nov. Hope to roll out in Jan with friends/family.</p> <p>I have been actively involved with my local Green Party for the past two months with public relations and will support canvassing with our new candidate for Sligo Leitrim constituency. I am very motivated and hopeful about change through our political process even more so since Insight 2015.</p>
Brief Overview of Session:	

Insight 2015 – Public Engagement Reporting.

Date of Activity:	9th December
Group members:	Aoife Kirk
Venue:	Leixlip Youth and Community Centre, Leixlip, Co. Kildare
Target Group:	Local Community, university students, young people 20-25
Theme/Issues Covered:	Stereotyping and Generalisations, media
Brief Overview of Session:	<p>Session duration: 90mins</p> <p>Introduce the session, the topic, Development Perspectives & Insight Programme</p> <p>Watch TED Talk- The Danger of the Single Story-Chimamanda Adichie</p> <p>Group discussion afterwards- 4 questions to discuss- what they thought of the TED Talk, our own stereotypes, why we stereotype, what can we do to change stereotyping.</p> <p>Interesting discussion, creating a broadcaster that shows the everyday stories of people around the world using basic technology.</p> <p>A discussion on meeting a person who doesn't fit your stereotype of that group, and how some people see them as an exception to the rule rather than change their stereotype.</p> <p>Final piece involved a discussion around the functionality of stereotyping, positive and negative stereotypes, and a discussion around the Anti-Defamation League's "Pyramid of Hate".</p> <p>Interesting discussion followed from how acts of prejudice in society can lead to genocide-very topical discussion on Donald Trump, and people's attitudes in society to ethnic or religious groups and how it can allow a person in a position of power to discriminate openly and threaten groups in our societies without much of a backlash from the general population.</p>

Signed: Aoife Kirk **Date:** 14/12/2015

Insight 2015 – Public Engagement Reporting.

Date of Activity:	27th October 2015
Group members:	Paul Crewe
Venue:	Dundalk FM Radio Station Offices
Target Group:	Listenership of the station
Theme/Issues Covered:	Overview of Insight and promotion of the upcoming exhibition
Brief Overview of Session:	<p>Q&A describing my own personal experience during the Insight programme including key learnings, challenging stereotypes and why the programme is unique.</p> <p>I also provided details of the exhibition and the upcoming theatre performances.</p>

Insight 2015 – Public Engagement Reporting.

Date of Activity:	10th November 2015
Group members:	Paul Crewe and Colm Durham
Venue:	Dundalk Institute of Technology
Target Group:	Community Sports Leadership Year 4
Theme/Issues Covered:	Sport and Development
Brief Overview of Session:	<p>1 hour session using non-formal methods which aimed to introduce how sport can be used to investigate issues related to development such as conflict, inequality and human rights.</p> <p>The session began with an experiential activity which consisted of a number of basketball matches with rules and conditions assigned to each team.</p> <p>The session finished with a de-brief which discussed issues raised in the experiential part of the session such and gender equality in sport and competition vs participation.</p> <p>A brief evaluation suggested an increase in knowledge of the link between sport and development and, also, how the participants could integrate them into their coaching or youth work practices.</p>