

The Suas Global Citizenship Programme 2012-2015

External Evaluation Report

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The Suas Global Citizenship Programme 2012-2015: Evaluation Report

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1. EXECUTIVE SUMMARY

Suas' Global Citizenship Programme (GCP) 2012-2015, funded by Irish Aid (with EC co-funding for core elements in the period 2013-2015), comprised a range of activities, events and forums bringing Education for Global Citizenship (EGC) to third level students at five Irish universities. The programme's Overall Goal was "to contribute to increased public support and participation in Irish development efforts" and it pursued this through three 'stages' of engagement, namely 'Inspire' (awareness-raising events such as film screenings and photo exhibitions), 'Educate' (part-time 'Introduction to Development' courses) and 'Engage' (volunteering and action learning programmes in Ireland and overseas). An additional intended outcome was to "enable the [future] implementation of EGC¹ by university bodies" through various outreach, networking and capacity building initiatives, referred to as 'Sustain' activities.

This end of programme external evaluation draws on extensive monitoring data collected by Suas and qualitative evidence gathered by DP Evaluation through a wide range of interviews and focus groups. A summary of key findings and recommendations is given below:

KEY FINDINGS

Goals and Objectives

The GCP has undoubtedly achieved its Overall Goal "to contribute to increased public support and participation in Irish development efforts". It has imaginatively engaged large numbers of students through high quality 'Inspire' events, has led to demonstrable changes in knowledge, skills and attitudes among participants in the 'Educate' courses and has enabled really meaningful involvement in the 'Engage' programmes having a transformational impact on participants and the potential for an important multiplier effect on their peer groups.

There is compelling evidence from multiple sources to show that the GCP has achieved its first Specific Objective "to enable a positive shift in the behaviour of Third Level Students from a wide range of disciplines". In pursuit of the second Specific Objective it has made an important enabling contribution towards "the implementation of quality non formal EGC interventions by university bodies after the end of the programme" although future provision by universities is not yet assured.

The GCP is one of the most important drivers of support for Irish international development among third level students. My key findings on each of the 'stages' are expressed below in the words of participants.

'Inspire': Raising Awareness

"It is obvious that Suas know exactly what they are doing. I really like the fact that different media were brought together, the photo exhibition, films and discussions, and that these were so well integrated." - **'Inspire' volunteer**

"[The website] Stand.ie has grown well and there is lots of interest among readers, editors and contributors. We need to find out more about our audience and find ways to ... increase our reach and impact." - **Suas staff member**

'Educate': Building Critical Understanding

"I have made a decision to pursue a Masters in global issues or a related discipline, as I was so struck by my passion for this area after completing the course ... so I am really grateful to Suas for both a fascinating course and career direction!" - **Global Issues course participant**

¹ Suas use the term Education for Global Citizenship to cover the range of activities they deliver, including Development Education interventions such as courses and seminars as well as public awareness-raising and engagement activities

"We are often able to change students' minds, to change their attitudes and understanding because it is often the first time they have done this sort of work." - **course facilitator**

'Engage': Supporting Constructive Action

"I want to work on this [ethical clothing] project until it is a success. I have found something I am more passionate about than anything else and I am so glad I had the opportunity to find it." - **Ideas Collective participant**

"The [overseas volunteer] programme has rekindled my passion for life and ... led me to make profound changes in my life, being more direct and honest about how I feel, taking care of myself through yoga and meditation, being creative and living in the moment and going after things I want." - **overseas volunteer**

"I feel incredibly positive about this programme, there are really only benefits and no drawbacks." - **staff member, Partner Organisation, India**

'Sustain' Activities

Suas has been very good at raising the profile of EGC with university authorities and at engaging with key players, through multi-stakeholder advisory boards and working groups and other outreach, leading to productive collaboration and new alliances. These efforts have contributed to a pro-EGC environment but have not been able to secure the provision of significant EGC programmes by universities.

KEY RECOMMENDATIONS TO SUAS

Consider creating a full **post-placement programme** of engagement for returning volunteers involving meetings, information briefings, opportunities to take action, recruitment to the Ideas Collective etc. Alongside this consider creating an **advocacy/campaigning function** within Suas to support returned volunteers and other alumni to implement a range of awareness-raising and advocacy/campaigning tasks.

Consider how to give **alumni** a sense of belonging to something bigger and how to keep them engaged. Consider how to better **cross-fertilise** alumni experience and/or participation from one part of Suas' programme to others.

Consider inviting **senior Irish Aid staff and desk officers to participate in Suas' strategic planning** process, contributing to a more strategic dialogue around IA support to enable Suas to realise its full potential.

Continue to seek **dialogue with universities and corporate supporters** but don't undersell what Suas has to offer. Stress the value Suas can add to what universities offer prospective students and the many benefits Suas can give corporates including access to high calibre graduates, staff volunteering, and involvement in the Ideas Collective.

KEY RECOMMENDATIONS TO FUNDERS

Consider **continued funding for the Suas Global Citizenship Programme** as an effective and efficient driver of engagement with and support for Irish international development policies among third level students.

Consider developing a **longer term strategic relationship with Suas** as a key organisation to help Irish Aid deliver on Education for Global Citizenship (including public awareness-raising), overseas volunteering and education policy and practice, with a possible commitment to provide **sufficient 'strategic seed funding'** over the medium term to enable the organisation to concentrate properly on its own strategic development.

2. INTRODUCTION

Suas' Global Citizenship Programme developed out of the organisation's Overseas Volunteer Programme as a vehicle for returned volunteers to continue their engagement with Suas and with issues of international development and global justice. The Global Citizenship Programme has grown considerably and now includes a range of integrated activities, events and forums to continue that engagement with a wide range of third level students at five locations in Ireland. It is structured in terms of 'stages' of learning and participation, although it is open to all students and they are free to engage with one or more of the stages in any sequence they prefer.

The rationale underpinning the programme is that Irish citizens have an important role to play in achieving international development objectives and that third level students are a key audience within the Irish public. The Overall Goal of the programme is:

To contribute to increased public support and participation in Irish development efforts.

The programme has two Specific Objectives:

- 1. To enable a positive shift in the behaviour of Third Level Students from a wide range of disciplines*
- 2. To enable the implementation of quality non formal EGC interventions by university bodies after the end of this programme.*

Suas aims to achieve the first of these objectives by delivering activities in three 'stages' which it calls:

"Inspire: Raising Awareness" (multiple events such as films, exhibitions, discussions, online engagement)

"Educate: Building Critical Understanding" (part-time evening 'Introduction to Development' courses)

"Engage: Supporting Constructive Action" (volunteering and action learning programmes in Ireland and overseas tackling poverty and promoting social justice, human rights and sustainable living)

The programme seeks to meet the second objective through a further range of outreach, networking and capacity building activities which are referred to as *"Sustain Activities"*.

In the period 2012-2015 the total budget for the Global Citizenship Programme was ~€1.5 million. Irish Aid contributed almost €800,000 of this total. During the period 2013-2015 the European Commission also funded many of the main elements of the programme, through a grant which also covered similar programmes in Austria, Cyprus and Malta delivered by other partner NGOs under the name of Global Campus. Irish Aid funding supported some activities which were unique to Ireland and the Global Citizenship Programme (such as the website www.stand.ie and the Overseas Volunteer Programme) and, similarly, the EC funding paid for activities that were unique to Europe and the Global Campus project including activities in Austria, Cyprus and Malta. Between 2013 and 2015, the majority of the 'Inspire', 'Educate' and 'Engage' activities in Ireland and many of the 'Sustain' activities in Ireland were co-funded by Irish Aid and the EC².

The Global Citizenship Programme has been delivered in five university locations in Ireland; Dublin City University, National University of Ireland Galway, Trinity College Dublin, University College Cork and University College Dublin. The primary target group or 'beneficiaries' have been third level students in these five locations. In order

² See Appendix for a breakdown of funding between IA and EC

to deliver the range of activities in the programme Suas has engaged with a large number of other stakeholders, including academics, university authorities and student organisations and this engagement has also contributed in several ways (networking, raising awareness etc) to the 'Sustain' activities to support longer term Education for Global Citizenship initiatives at third level in Ireland.

As this is an EGC/awareness-raising intervention the purpose is to influence attitudes and behaviours of Irish citizens in such a way as to contribute to long-term improvements in the lives of poor people in the Global South, who might therefore be seen as the ultimate 'beneficiaries'. Those improvements may take many years to materialise and there will be many other actors and factors involved in such changes, so it will not be possible to attribute them directly to Suas. However, there are other groups of more immediate beneficiaries, namely the Partner organisations and especially the school children in India with whom the overseas volunteers work and the children and adults who benefit from the 'Engage' action-learning programmes in Ireland.

It is worth noting that the period 2012-2015 has coincided with a number of contextual factors which may have impacted on the programme. The effects of the global financial crisis have been felt hard in Ireland, with high levels of national debt and significant austerity measures at national and local level. There is a natural tendency at such times for people to look inward and focus on their own problems and those of their immediate community and be less open to taking an international or global perspective on issues of economic and social justice. Young people have been faced by rising unemployment and students may have felt under pressure to use their spare time to do paid work or take internships to improve their employment prospects. Not only has there been financial pressure on the population in general but also on the voluntary and education sectors in particular, meaning that Suas and the universities where the Global Citizenship Programme is delivered have also faced resourcing constraints.

In addition to this, in 2013 there was a significant downturn in Irish public support for charities in general in the wake of two well-publicised pay scandals with over 60% of people asked saying that their trust in charities had been damaged³. Taken together, these factors created a challenging environment in which to reach out to young people with a message of internationalism, asking them to think of other people suffering from inequality and injustice and to invest time with an NGO in learning more and/or taking action as global citizens.

Finally, during the last year of the programme in particular, the European refugee crisis triggered by the civil war in Syria and other conflicts in Afghanistan, Iraq, Libya and Eritrea has brought issues of globalisation, international relations, conflict and human rights into sharp relief and much closer to home. This could fuel nationalist or anti-immigrant sentiments but on the other hand could also serve to illustrate just how relevant the Global Citizenship Programme is and to make the issues and learning more real for students.

This report is a final evaluation, commissioned half way through the final year of the programme. As such it relies to a large extent on quantitative data gathered by Suas during the programme and on qualitative evidence provided by a range of participants and stakeholders. The programme has also encompassed a large number of events and activities over a four year period, on which Suas has reported in detail in its annual reporting to Irish Aid. This report therefore takes more of a bird's eye view, seeking to highlight the main achievements, identify any failings and make high-level recommendations for future programmes.

³ <http://www.broadsheet.ie/tag/charities/>

3. METHODOLOGY

DP Evaluation was appointed in summer 2015 to carry out an end of programme external evaluation of the Global Citizenship Programme. This timing and budget constraints meant that there were only limited opportunities for me to experience the programme at first hand and made it impossible to observe some activities, for example the Overseas Volunteer Programme in India. However, it is important to note that DP Evaluation had also been appointed by Suas in March 2014 to carry out the external evaluation of the EC-funded Global Campus programme and to provide M&E (monitoring & evaluation) capacity building support for Suas and the European partners. This meant that I had already had a significant amount of contact with Suas and with the elements of the programme which were co-funded by the EC and in writing this report I have been able to draw on this experience to supplement the direct contact I had with the Global Citizenship Programme in its final six months in Ireland.

Data Gathered by Suas

Suas developed a detailed Results Framework (RF) for the Global Citizenship Programme 2012-2015 as the basis for ongoing reporting to Irish Aid. This framework included long-term and short-term outcomes for each area of work with indicators and numerical targets for each. The RF has been updated each year and forms a comprehensive overall record of the quantitative achievements of the programme.

The data which informs the RF was gathered through a range of means, using tools developed by Suas. These included event attendee questionnaires (and follow-up surveys six months on), website statistics, participant feedback forms, pre- and post-programme participant surveys, observation rubrics, learner outcome assessments, facilitator and coordinator feedback forms and progression maps to track participants' involvement in different activities and their intentions to take action. I was able to see all of these tools to confirm that they were well designed and rigorous. There were a few inconsistencies in how course facilitators and coordinators used the observation and feedback forms and some facilitators said they found it difficult to be aware of the need to observe students' responses and progress while they were facilitating sessions. In some instances Suas found that they were not able to get quite as many survey responses as they wanted but on the whole the response levels were very good. I was also able to see how the data gathered through these methods was stored using a structured folder system and collated where appropriate. I am satisfied that the data gathering and storage has been very robust and that the methods used were appropriate and provide a reliable picture of the programme's performance against quantitative targets.

In addition to this, Suas also gathered some qualitative data using the Anecdotal Evidence Record, a spreadsheet tool developed by DP Evaluation for the M&E of the Global Campus programme, most of which is also relevant for the Global Citizenship Programme.

Data Gathered by the Evaluator

To complement the array of quantitative data gathered by Suas, we have also gathered a range of qualitative data from numerous stakeholders, using the following methods and tools:

- Face to face interviews with a range of stakeholders including Suas staff, Board members and volunteers
- Focus groups with small groups of 'Educate' course participants, volunteer coordinators working on 'Inspire' and 'Educate' activities, and participants in 'Engage' action-learning programmes (both returned overseas volunteers and participants in Ireland)
- Observation of project activities: attendance at a debrief day for returning overseas volunteers and at the showcase event for the Ireland-based action learning programme, the 'Ideas Collective'. (I was also able to attend two sessions of the 'Educate' course funded through the EC, in Austria and Malta, which although not part of the Global Citizenship Programme in Ireland, followed a very similar curriculum and gave me a sense of the approach used by Suas in Ireland.)
- Telephone and Skype interviews with a further selection of stakeholders, including participants, volunteer coordinators, course facilitators and on-campus bodies⁴. A full list of the informants to this evaluation is given in the Appendix.

Limitations & Reliability of Findings

This four year programme has taken place in five university locations and online and has comprised a very large number of activities, events and materials and has involved large numbers of participants, facilitators and other stakeholders. Being appointed to carry out this final evaluation very much towards the end of the programme means that I have not witnessed most of the activities at first hand. However, Suas has been extremely diligent in gathering and recording thorough ongoing monitoring data. I have been able to observe two important events and we have been able to interview a good range of stakeholders across the different categories. Due to my involvement as evaluator for the Global Campus programme I have also had additional contact with Suas over a two year period and was already familiar with most of the main elements which this programme had in common with the Global Citizenship Programme. I am therefore confident that the findings presented here are accurate and reliable.

⁴ Some of the telephone/Skype interviews were conducted by my colleague Dörte Pommerening, briefed by myself and the Programme Manager

4. FINDINGS

4.1. Impact and Results

This section examines the performance of the programme in terms of the extent to which it achieved the intended Results as laid out in the Results Framework. Results One to Three relate to the three stages, ‘Inspire’, ‘Educate’ and ‘Engage’ and Result Four covers the ‘Sustain’ activities. In considering the performance against intended results I have not referred to all of the indicators included in the Results Framework so as not to overload this report with statistics, but instead have drawn on what I feel are the most useful indicators to provide an accurate overview of what the programme has achieved.

The ‘Sustain’ activities of Result Four were intended to achieve the second of the two Specific Objectives, “*To enable the implementation of quality non formal EGC interventions by university bodies after the end of this programme.*” These are considered towards the end of this section, before an analysis of the overall impact of the programme.

We begin however, by looking at Results One to Three and the activities implemented under each, all of which were designed to achieve the first Specific Objective, “*To enable a positive shift in the behaviour of Third Level Students from a wide range of disciplines.*” It is worth noting that Suas also had to undertake a range of cross-cutting work which related to two or more of the Results, such as recruiting and supporting volunteer coordinators (who supported ‘Inspire’ and ‘Educate’ activities), or outreach and networking. I discuss these where they most easily fit into the narrative under whichever heading makes most sense.

4.1.1. Result One, ‘Inspire’ (Raising Awareness)

| Outcome LT / ST (Long Term / Short Term) | Target for programme | Result for programme |
|--|---|---|
| LT: A positive shift ⁵ in behaviour of Third Level Students participating in INSPIRE events | At least 430 of 3,400 students surveyed (~75% of 575 respondents) demonstrate a positive shift in behaviour | 357 of 3,179 students surveyed (69% of 516 respondents) demonstrate a positive shift in behaviour |
| ST: Third Level Students investigate and engage with global justice issues and concepts (fair trade, climate change, poverty, global inequalities etc.) and what it means to be an active global citizen | 20,750 students attended events by end 2015 | 21,344 students attended events by end 2015 |
| | 100,000 website views/unique views by the end of 2015 | 108,388 website views/unique views by the end of 2015 |
| | 6,000 students sign up to Suas ‘Global Issues’ online network (blog, e-newsletter and/or Facebook group). | 10,418 sign up to / participate in the online network by end of 2015 |

The data relating to the long term outcome are drawn from a series of follow-up surveys which Suas conducted with participants in ‘Inspire’ events around six months after the events. 69% of 516 respondents (target 75% of 575) reported that they had taken one or more actions since the event. The average number of actions taken was around three. The most common actions taken (across survey respondents from all four years, in descending order and all in the range of 35% to 25% of respondents) were:

- making a lifestyle choice (e.g. choosing to buy a fair trade product)

⁵ A “positive shift in behaviour” is defined by Suas as: “Types of activities: choosing to study (or do further study) (e.g. development education or development studies); making a lifestyle choice (e.g. buying fair trade); joining, working or volunteering for an NGO; campaigns/advocacy type work; raising others’ awareness about global issues; encouraging others to act on global issues (e.g. make lifestyle choice).”

- encouraging others to act on global issues (e.g. go volunteer etc)
- donating money to a charity/NGO/campaigning group
- raising others' awareness about global issues (e.g. school/other talk, blog, running an event)
- choosing to do (further) study (e.g. development, human rights, sustainability, development education)

These figures show that a large proportion of 'Inspire' participants, just below the target of 75%, have taken multiple actions since attending one or more of the Suas events. The survey implies that participants are being asked whether they have taken these actions *as a result* of their participation in the 'Inspire' events but the formulation of the question does not make this causal connection explicit. Given that the long term outcome which Suas is seeking to verify is a "positive shift in behaviour" it is a shame that the survey did not ask the question explicitly – this is something for Suas to consider in future M&E work to ensure that data is gathered in a format which relates directly and explicitly to the indicator for which it will be used.

A further consideration is whether the long term outcome was in fact realistic, in the terms in which it was formulated in the Results Framework. The 'Inspire' events were intended to raise awareness, to get people thinking and get them interested in the issues, as is explained and acknowledged in numerous places in the project documentation – so while it would be reasonable to hope that such events might lead to later involvement in other Suas activities it was very ambitious to expect a more general shift in behaviour. It may have been better to ask participants how informative they found the events, or to what extent their preconceptions had been challenged. Unfortunately the follow-up surveys did not ask anything like this (although the immediate post-event surveys from 2013 on do show that attendees found events very informative). However, the follow-up surveys did all include a final question asking whether respondents would be interested in being involved in the organisation of 'Inspire' and other Suas events in the following year. Across the four years 37% of respondents answered yes to this question, which allowing for those who skipped the question and those who would not be around one year later, is I feel a very positive result and is perhaps the strongest quantitative indicator for how well the 'Inspire' events have achieved the long term outcome of a shift in behaviour.⁶

In terms of the short term outcomes, the quantitative data is compelling. The 'Inspire' events reached large numbers of third level students, with an estimated 21,344 taking part in events over the four years (target 20,750). In 2012 Suas organised four debates in conjunction with debating societies in Dublin, Galway and Cork covering motions such as, "This House believes that Aid is not the answer" and "This House Fears China's Influence on African Development". In 2013, 2014 and 2015 the 'Inspire' activities took the form of a festival on each of the five campus locations under the name of '8x8'. The central element of the first festival was a series of film screenings offering a range of films on topics related to international development and the Millennium Development Goals (MDGs). Many of the screenings were supplemented with Q&A sessions, panel discussions and seminars involving the film-makers. The screenings included award-winning films such as 'Which Way is the Front Line From Here? The Life and Time of Tim Hetherington' and 'Fire in the Blood'. In 2014 and 2015 the centrepiece of the '8x8 Festival' was a high quality photographic exhibition presenting pictures and stories exploring themes related to global development and sustainability. The pictures, taken by professional international photographers and also sourced through Panos Pictures⁷ were presented in prominent outdoor locations on the five campuses. In both years the exhibition was complemented by a number of film screenings and a range of Q&A and discussion sessions.

⁶ It should be noted that Suas did consider changing the questions in follow-up surveys but decided not to so that year on year comparison would not be compromised. In the free-text answers in the surveys there is also quite a lot of anecdotal evidence that attendees at 'Inspire' events either went on to take part in 'Educate' or 'Engage' elements or in some cases made changes in lifestyle.

⁷ <http://www.panos.co.uk/>

The impressive attendance figures are backed up by a range of very positive comments made in focus groups and interviews with us relating to the organisation of the events, the quality of the content and the impact on participants. The following selected comments are typical:

"It is obvious that Suas know exactly what they are doing. I really like the fact that different media were brought together, the photo exhibition, films and discussions, and that these were so well integrated" - **8x8 working group volunteer**

"I have a clear sense that Suas is very strategic, that they are well organised and very professional." - **Walt Kilroy, 8x8 working group 2014/15, lecturer in International Development, University College Dublin**

"Students and staff really engaged with the exhibition as it was placed in such a central location!" - **volunteer coordinator**

"I heard very positive feedback from everyone who attended events or engaged with the exhibition on campus such as great choice of topical documentaries, great guest speakers, beautiful, engaging and thought-provoking exhibition." - **8x8 working group volunteer**

"The [festival] programme was well placed as an introduction to development issues ... a strength of the programme was the capacity to deliver introductory material, as well as offer much closer interactions with directors/producers/journalists involved." - **volunteer coordinator**

"After the screening of 'Which Way Is the Front Line from Here? The Life and Time of Tim Hetherington' the producer held a Q&A session. The film was very emotional. The audience was very quiet. Nobody left before the Q&A. Everyone was very engaged." - **volunteer coordinator**

"The film about the garment industry in Bangladesh and India definitely made an impact on me and others I know. I have not been able to go into H&M or similar shops since." - **volunteer coordinator**

The other area of engagement at the 'Inspire' level, alongside the various awareness-raising events is through Suas' online presence. The total number of views of pages related to Global Citizenship across the two websites, www.suas.ie and www.stand.ie during the programme period was 108,388 (target 100,000) and the number of students signing up to and engaging with the Suas 'Global Issues' online network (www.stand.ie and dedicated Facebook groups) was 10,418, nearly double the target of 6,000. These are very solid numbers, representing a good level of online engagement.

Stand.ie is a separate website created by Suas which seeks to bring together a range of people who want to read and write about local and global justice issues and which is run by a volunteer editorial team. Suas runs an annual workshop for contributors with professional journalists as speakers and also produces a guide to help first-time writers. Further training is provided for editors. The main target audience is third level students. There is good evidence to show that Stand.ie offers a valuable experience to students involved as editors and contributors. It is also a useful tool for Suas to use to promote other 'Inspire' events. There are questions about the overall reach and impact it has though and Suas should consider undertaking some research into the profile of readers and the impact it has on them and what improvements could be made to increase its appeal.

"As a reader I have found its content excellent, topical and even useful, particularly the lifestyle advice, like where to buy ethical clothes." - **Stand.ie reader/contributor**

“I really enjoy the responsibility of being on the Board, my opinion feels valued. I am always on the lookout for social justice and global issues that we could cover and it is great to know that there is an accessible platform for them.” - Stand.ie volunteer editor

“Writing for Stand.ie has been an excellent, positive experience. It’s a less intimidating place to express your opinions than the bear-pit of social media. The relatively low levels of commenting on articles and relatively low levels of readership suggest that it is not making an impact on the wider student audience though.” - Stand.ie contributor

“Stand.ie has grown well and there is lots of interest among readers, editors and contributors. We get lots of likes and tweets but not as much commenting as we would like. We definitely need to find out more about our audience and find ways to link the site to social media to increase our reach and impact.” - Deirdre Kelly, Suas staff member

Finally, it is important not to overlook the fact that in order to implement this wide range of ‘Inspire’ activity, Suas have been very successful in recruiting, training and supporting volunteers, as the following comments illustrate:

“I found Suas extremely helpful. I felt I could contact them at any point. They also arranged a huge amount of the logistics, making it a fantastic event.” - 8x8 volunteer coordinator

“As a volunteer editor I have been very well supported by Suas. I really appreciate being welcomed to the monthly editorial meetings and feel like a valued member of the team.”- Stand.ie volunteer editor

It is very clear that the ‘Inspire’ activities achieved the short term outcome, enabling students to *“investigate and engage with global justice issues and concepts ... and what it means to be an active global citizen”*. It is harder to say for certain that the long term outcome of *“a positive shift in behaviour of third level students participating in ‘Inspire’ events”* was achieved but this has more to do with the formulation of the outcome being inappropriate for this type of event. There is however evidence that some ‘Inspire’ attendees went on to take part in ‘Educate’ and ‘Engage’ activities and if the purpose was to expose a large number of students to a range of global development issues in interesting ways and to get them thinking about both the issues and their own role in a global society then this part of the programme has been very successful.

4.1.2. Result Two, 'Educate' (Building Critical Understanding)

| Outcome LT / ST (Long Term / Short Term) | Target for programme | Result for programme |
|--|---|---|
| LT: A positive shift in behaviour of Third Level Students who attend EDUCATE courses | At least 200 of 900 students surveyed (~95% of 225 survey respondents) demonstrate a shift in behaviour | 244 of 1,711 students surveyed (96% of 255 survey respondents) demonstrated a positive shift in behaviour by programme end (1,711 registered course participants 2013-2015) |
| ST: Knowledge: 1. Participants will have increased their understanding of global issues and their underlying causes. | At least 65%-70% of 900 participants have an increased understanding of internal and external causes of poverty in developing countries | Pre- and post-course surveys: 92% (367/399) participants surveyed 'agree' they have increased understanding. Learning Outcome Assessments by facilitators: A majority of participants in 22 courses increased understanding. |
| ST: Knowledge: 2. Participants will be familiar with a range of action pathways which they can take to create positive change in the world. | At least 85% of 900 participants have an increased awareness of different ways they can bring about positive change | Pre- and post-course surveys: 81% (323/399) participants surveyed 'agree' they have increased awareness. Participants self evaluation using Progression Pathway Rubric: Avg. 80% (199/250) willing to take new action as a result of course - based on list of 32 possible actions. |
| ST: Skills: 3. Participants will have increased their capacity to critically engage with and analyse global issues. | At least 85% of 900 participants have an increased ability to identify complex relationships between local and global issues | Pre- and post- course surveys: 85% (341/399) of participants surveyed 'agree' they have increased ability. Direct observation by facilitators using Direct Observation Rubric: 84% (483/576) demonstrated this ability at end of courses (based on data for 32 courses) Learning Outcome Assessments by facilitators: A majority of participants in 24 courses increased ability. |
| ST: Attitudes: 4. Participants developed identity as a global citizen, feel confident in their ability to effect change and committed to taking action. | At least 85% of 900 participants advocate a global justice perspective / have positive attitudes towards taking action | Pre- and post- course surveys: 83% (511/618) participants surveyed advocate global justice perspective Participants self evaluation using Progression Pathway Rubric: 98% (494/504) willing to encourage others to act on local and global issues |

The data relating to the long term outcome are again drawn from a series of follow-up surveys which Suas conducted with 'Educate' course participants around six months after the course. 96% of 255 respondents (target 95% of 225) reported that they had taken one or more actions since the course. The average number of actions taken was just over four. The most common actions taken (across survey respondents from all four years, in descending order and all in the range of 62% to 39% of respondents) were:

- making a lifestyle choice (e.g. choosing to buy a fair trade product)
- encouraging others to act on global issues (e.g. go volunteer etc)
- donating money to a charity/NGO/campaigning group
- choosing to do (further) study (e.g. development, human rights, sustainability, development education)
- raising others' awareness about global issues (e.g. school/other talk, blog, running an event)

In total there were 1,711⁸ course participants, which was significantly more than the target of 900 and a very large proportion of those surveyed (96%) have taken action. The follow-up survey was again unfortunately not explicit in asking whether students had taken these actions *as a result* of their participation in the course⁹. However the answers to the follow-up question (asking for more information on actions taken) are striking – it is

⁸ There were 1,711 registered participants, of whom 924 completed the course

⁹ It should be noted that the progression pathways data gathered at the end of the course indicated a strong intention to take action on the part of participants *as a result* of the course

absolutely clear from these that the course has had a significant and direct impact on participants' behaviour. Here are a few comments, selected from a great many, to illustrate this point:

"I have made a decision to pursue a Masters in global issues or a related discipline, as I was so struck by my passion for this area after completing the course. I had no clue as to what I wanted to do career-wise after my base degree, so I am really grateful to Suas for both a fascinating course and career direction!"

"The talk from Michelle from Value Added in Africa was very eye-opening in terms of consumer choices so I ensure that any coffee bought is at least Fairtrade."

"I have made a conscious decision to check where my food is sourced and produced and who receives the profits. [The course] encouraged me to want to know more and speak out on these issues. I later worked for an environmental organisation and have done a lot of work educating myself and others on global issues and climate justice."

The quantitative data relating to the short term outcomes come from a range of sources, including pre- and post-course surveys, students' self-evaluation progression pathways, direct observation by course facilitators and learning outcome assessments completed by course facilitators. This mass of data, while quite difficult to assimilate does serve to provide a robust basis on which to draw conclusions and it is clear that for all the indicators, the programme either met, exceeded or narrowly missed the percentage targets set. Students increased their knowledge (their understanding of the causes of poverty, the purpose and effectiveness of aid initiatives and what actions they can take), enhanced their skills (their ability to identify complex relationships between local and global issues) and developed their attitudes (being positive about taking action and advocating a global justice perspective.)

Suas' approach to delivering the 'Educate' or 'Global Issues' course had the following attributes:

- broad coverage of many of the themes covered by the Millennium Development Goals
- focus on global citizenship and the connections between the local and the global
- experiential and interactive in nature with a focus on critical thinking and ethics
- relating the theory to participants' own experience and their role as consumers and citizens

The main areas covered were environment, trade and livelihoods, education, health and debt and there were also a number of cross-cutting themes such as human rights, inequality, power & participation, the role of systems & structures and local-global connections. The quantitative data above provides strong evidence that the course was very effective but it is the hugely positive nature of comments made by participants and facilitators (in surveys, interviews and focus groups) which really demonstrates just how good it has been:

Facilitator on Suas' organisation and support:

"The support from Suas and the volunteer coordinators has been absolutely excellent. Suas has been very good in bringing facilitators together so that we can learn from each other." - **Siobhan O'Sullivan, course facilitator.**

Facilitators on the students' learning:

"I learn more and more about the complexity of the issues from the questions the students ask. I am amazed at the numbers which the course attracts. One of the main things they get from the course is to learn to think critically." - **Rosalind Duke, course facilitator**

“The Global Issues course is something I always look forward to each term. The students really engage and I always feel motivated after sessions. The most rewarding thing about being a facilitator is when you see students have that light-bulb moment: ‘I always thought that, now I see this, I had never seen it from this perspective before’”. - **Siobhan O’Sullivan, course facilitator**

“I would say that around 80% of students will change their attitudes. By challenging their assumptions and preconceptions I can see whether they shift their positions – for example I might get them to identify a country based on some facts about poor levels of healthcare (students are often shocked to discover that the country is in fact Ireland) or to look at the contents of their bags and see how many items were produced in Ireland (students are again shocked to find that it might well be none) – I can see from students reactions that they are shifting.” - **course facilitator**

“I can see the journey that people go on as they begin to understand what they can do about global health issues; challenging themselves within first, changing their own attitudes and perception, then moving to challenging others; I have yet to meet a participant who has not moved along the spectrum of attitudes and beliefs.” - **Enida Friel, course facilitator**

“The course is satisfying to deliver because we are often able to change students’ minds, to change their attitudes and understanding because it is often the first time they have done this sort of work.” - **Sarah Clancy, course facilitator**

“At the end of the course I get students to compare their thinking about the causes of poverty with what they thought at the beginning of the course and they are always shocked at their earlier thinking.” - **course facilitator**

Facilitators on the students taking action:

“It is great at the end of the course to see some of the students asking for advice on how to get into volunteering or further education in global health.” - **Enida Friel, course facilitator**

“I ask the students at the beginning about their roles and responsibilities and get fairly superficial answers. By the end they all want to take some kind of action, be it to keep learning, to volunteer or be interns with NGOs, to do campaigning or be responsible consumers.” - **course facilitator**

“In the closing session I sometimes realise that someone has been inspired to take action, for example helping to run a clothes recycling scheme locally.” - **Rosalind Duke, course facilitator**

Participants on their learning:

“The course has broadened my knowledge of global issues by using real-life examples and case studies to allow me to identify on a personal level with the issues affecting many people across the globe.”

“I feel now that my knowledge was extremely limited, and it opened my eyes to issues I had never thought of in relation to aid.”

“This course changed my way of thinking and opened my eyes to the injustice in the world. It forced me to always ask questions and not just take things for what they are on the surface.”

“It’s a great introduction to global issues and gives you enough information to know what you would like to learn more about.”

“Things that always seemed too complicated to understand, like debt and trade, were explained very clearly which I thought was great.”

Participants on the impact of the course on their behaviour or future action:

“The course has made me think about the things I buy every day and I am teaching my kids to use less water.”

“I was already considering a career in global development but this course has certainly encouraged me.”

“I really am going to change something in the world as a direct outcome of doing this course.”

“It has made me more aware of the interdependence between nations. Also, it has made me more conscious about the products I buy.”

“A course like this makes people take personal responsibility for the ills in the world, rather than claiming ignorance.”

I want to emphasise the point that the positive comments above have not been cherry-picked. There were many, many other, similar comments and almost no negative ones at all. There were a couple of suggestions for improvements by participants: having a specific session on gender and gender equality and having more concrete information at the end of each session on how participants can get involved locally to take action on issues covered in the session. And one facilitator did pose the question as to whether having so many facilitators might lead to some inconsistencies.

When the overwhelming majority of qualitative evidence is so positive it can either mean that there was a bias in the way questions were asked or that what the evidence relates to was in fact very good. Having spoken to a good number of participants, volunteer coordinators and course facilitators I am confident that it was the latter. Suas developed a strong curriculum, recruited and supported high calibre course facilitators and supported them with solid organisation and well-briefed volunteers. The ‘Educate’ courses have achieved both the short term learning outcomes and the desired long term positive shift in the behaviour of participants.

4.1.3. Result Three, 'Engage' (Supporting Constructive Action)

| Outcome LT / ST (Long Term / Short Term) | Target for programme | Result for programme |
|--|--|--|
| LT: Third Level Students engage with global issues after ENGAGE element (with peers, local communities, nationally or overseas) | At least 210 of 370 volunteers surveyed (~95% of 220 respondents) have engaged with global issues | 131 of 314 volunteers surveyed (97% of 135 survey respondents) have engaged with global issues by programme end |
| ST: Knowledge: 1. Participants have increased their understanding of global issues and their underlying causes. | At least 70% of 265 volunteers have an increased understanding of internal and external causes of poverty | Pre- and post-intervention surveys: 95% (175/184) of respondents 'agree' that they have a better understanding of the internal and external causes of poverty. Learning Outcome Assessments by facilitators ¹⁰ : 86% (224/260) had greater understanding of causes of poverty. |
| ST: Skills: 4. Participants will have increased their skills in communicating effectively and work in groups. | At least 85% of 365 volunteers have an increased ability to communicate effectively and work in groups. | Pre- and post-intervention surveys: 95% (138/146) respondents have increased ability to communicate effectively & work in groups. Direct observation by facilitators: 99% (221/223) of volunteers demonstrate this ability towards the end of the programme |
| ST: Skills: 5A. Participants have the cultural competency and pedagogical skills to facilitate learning in young children in the Global South. (Overseas only) | At least 85% of 265 volunteers have an increased ability to use teaching methods appropriate for children in the Global South | Pre- and post-intervention surveys: 93% (129/138) respondents 'agree' have increased ability to use teaching methods appropriate for children in the Global South. Participant Feedback Forms and Direct observation by teaching coordinator (2013 only) |
| | At least 80-85% of 440 children tested demonstrated an improvement in English | 85% (440/517) children tested demonstrated an improvement in English language skills |
| ST: Skills: 5B. Participants are self aware and personally effective to contribute to social justice & sustainability projects (Ireland only) | At least 85% of 100 volunteers have an increased ability to appraise themselves, evaluate their own performance, receive and respond to feedback | Direct observation by facilitators: 100% of 64 (international) volunteers demonstrate ability towards end of programme Feedback Forms |
| ST: Action: 7. Students take informed, constructive 'action' for development in Ireland and overseas. | At least 420 students will have taken action by end of 2015 Ireland = 100 Overseas = 320 | 409 students take action by end of 2015 Ireland = 94 Overseas = 315 |

The data relating to the long term 'Engage' outcome are drawn from the follow-up surveys which Suas conducted with participants in the Overseas Volunteer Programme¹¹ around six months after their placement. 97% of 135 survey respondents (target 95% of 220) reported that they had taken one or more actions since their placement. The average number of actions taken was around six. The most common actions taken (across survey respondents from all four years, in descending order and all in the range of 82% to 53% of respondents) were:

- encouraging others to act on global issues (e.g. go volunteer etc)
- donating money to a charity/NGO/campaigning group
- making a lifestyle choice (e.g. choosing to buy a fair trade product)
- raising others' awareness about global issues (e.g. school/other talk, blog, running an event)
- volunteered for a charity/NGO/campaigning group

It is notable that the number of actions taken and the percentages of respondents taking the most common actions are significantly higher than for 'Inspire' and 'Educate' participants (and that those for 'Educate' are higher

¹⁰ Facilitators were involved in pre-placement training, delivering Global Perspectives Week during placement and/or in the post-placement debriefs for overseas volunteers, or in the expert input sessions to the Ideas Collective.

¹¹ There is no follow-up data available for the Engage programmes in Ireland

than for 'Inspire'). This is not surprising and confirms the thinking behind the intervention logic that the greater the degree of engagement, the more likely there is to be an impact on subsequent motivation to take action.

Again, a very large proportion of respondents (97%) have taken action which is an excellent result. Again the survey question was not explicit about these actions being *as a result* of participation¹², but again it is clear from respondents' comments that their involvement in the 'Engage' element was the direct cause of their continued engagement through action. Again I have selected just two comments from many to illustrate this:

"Since completing the volunteer programme I've tried to remain an active member of the Suas alumni, helping with fundraising and events whenever possible, and this year I'll be returning to the programme as the team coordinator for the Sundarbans. As a result of the programme I've also gotten involved with regular volunteering as a creative writing tutor with Fighting Words, and last year took part in Comhlámh's Trade Justice group. The programme is also responsible for a change in my shopping habits and reading interests, both of which have become considerably more development-aware. And of course I've tried to be an ambassador for the programme, and have spoken openly about its merits." - **overseas volunteer**

"After coordinating in 2012, I came back to Ireland to work full time for Suas. In the course of this work I engaged with the Suas Societies, lobbied in colleges and spoke personally to people I knew about Volunteering. I have also become so much more aware of buying Fairtrade and I can certainly say that the Suas Programme has affected the way I consume in this regard. I also gave a presentation to a group of Primary School children around issues of Human Rights and Development to encourage their expressed interest in this field. My life's work and choices have been affected by my participation in the 2012 Suas Volunteer Programme." - **overseas volunteer**

Once again, the quantitative data relating to the short term outcomes come from a range of sources, including pre- and post-intervention surveys, learning outcome assessments and direct observation by facilitators, students' self-evaluation progression pathways, participant feedback forms and the testing of schoolchildren in India. The table above only presents around half of the available data, due to the constraints of space in this report. There is added complexity in the data for the 'Engage' element due to the fact that it encompasses programmes in Ireland and overseas. The breakdown of participants between the various 'Engage' programme strands is shown in the table below, from which it can be seen that overall the programme had 315 students (target 320) on the overseas volunteer programme and 94 participants (target 100) in various roles in Ireland.

| | 2012 | 2013 | 2014 | 2015 | Total OVP | Total Ireland |
|------------------------------------|------|------|------|------|-----------|---------------|
| Overseas Volunteer Programme | 55 | 88 | 108 | 64 | 315 | |
| Learn to Read the World, Ireland | | 26 | | | | 94 |
| Course & 8x8 coordinators, Ireland | | | 22 | 26 | | |
| Ideas Collective, Ireland | | | | 20 | | |

The data in the table at the beginning of this section (and indeed all the other quantitative data relating to the 'Engage' element) show that the programme performed very strongly against all the short term outcomes. Apart from the overall number of participants (which was just short of the target) all the other targets were exceeded, in some cases by quite some margin. The number of respondents from whom data was gathered was sometimes

¹² It should be noted that the progression pathways data gathered at the end of the placement indicated a strong intention to take action on the part of participants *as a result* of the programme

lower than intended but generally the numbers are large enough to give confidence in the reliability of the findings.

It is clear from the large amount of quantitative data gathered, from multiple sources, that participants in the 'Engage' programmes increased their knowledge (their understanding of the causes of poverty, the purpose and effectiveness of aid initiatives and what actions they can take). They also enhanced their skills (their ability to identify complex relationships between local and global issues and the ability to communicate effectively and work in groups.) Participants in the Overseas Volunteer Programme have developed the cultural competency and pedagogical skills to facilitate learning in young children in the Global South and a large majority of the children they worked with (85% of 517 tested) have demonstrated an improvement in their English language skills. 'Engage' participants in Ireland have become more self aware and personally effective and have contributed to a range of social justice and environmental projects. All 'Engage' participants have developed their identity as global citizens, feel confident in their ability to effect change and are committed to taking action.

Large amounts of quantitative data, from multiple sources, all point to the fact that all of the 'Engage' short term outcomes were achieved. One thing which is missing however is a sense of the *extent* to which they were met. We know what percentage of participants have changed (in knowledge, skills and attitudes) but we don't know by how much. The achievements could have been described more precisely if Suas had asked them at the end of the programme to give an estimate of *how much* they had increased knowledge, skills etc, for example by selecting from multiple choice descriptions¹³ or by using a rating scale. This is something to bear in mind for the M&E of future programmes.

Beyond the quantitative data it is again the qualitative evidence gathered through surveys, interviews and focus groups which really provides a fuller picture of how effective the 'Engage' element of the programme has been. This evidence is considered below, in relation to the different 'Engage' activities.

IRELAND

Learn to Read the World Programme, 2013

The programme aimed to enable third level students to support school pupils from two secondary schools in disadvantaged areas of Dublin with their reading skills and their awareness and understanding of human rights. 26 students were paired with pupils and gave regular support using reading material from Amnesty International, leading to the pupils making presentations on their favourite stories. It proved difficult for Suas to match students' and pupils' availability and also to capture the impact on the pupils' literacy, knowledge, and confidence levels on an ongoing basis due to the practical constraints on students' time (after reading sessions in school they usually had to leave immediately to get back for their own lectures). So, although students, pupils and school staff did all provide positive feedback at the end of the project and many of the students said that they felt inspired to volunteer again in the future, Suas took the decision to discontinue this programme as they did not feel that it would lead to the type and degree of change that they were aiming for. Based on the information available I think this was the right decision and it was better to refocus on other options rather than pursuing a failing model. The 'Engage' element in Ireland therefore comprised the roles of 8x8 and course coordinators in 2014 and 2015 and the Ideas Collective in 2015.

¹³ E.g. "as a result of this programme my knowledge about X has increased: not at all / a little / quite a lot / a great deal"

Volunteer Coordinators

It is clear that the Global Citizenship Programme would not be feasible without the involvement of volunteer coordinators. There have been two roles, one coordinating the 'Inspire' activities in the 8x8 festival and one coordinating the 'Educate' course. The former involved liaison with Suas and various on-campus organisations, promoting events, running stands, ensuring exhibitions were well presented, attending film screenings and so on. The latter entailed meeting with course facilitators, managing the logistics of room and equipment bookings, promotion, liaison with Suas and helping to ensure the smooth running of sessions, completing feedback forms and putting resources online. In both cases, the role required a significant commitment on the part of the volunteers. From our focus groups and interviews it is clear that Suas did a good job of training and supporting the volunteers:

"I think Suas worked incredibly well with the event coordinators. I also thought that the Suas society was fantastic and supportive." - **8x8 volunteer coordinator**

"I felt very well supported by Suas. They communicated really well and provided good information and briefing instructions." - **volunteer coordinator**

"Any interaction I have had with the team in Suas has been positive, and the staff are flexible, understanding and encouraging. They were consistently excellent leaders who I admire for their contribution to development education in Ireland."¹⁴ - **8x8 volunteer coordinator**

This was also confirmed by the course facilitators and the university bodies with whom the volunteers had to work:

"The volunteer coordinators are all very good, they give just the right information at the right time, they have a nice manner and are always open to questions and always pleasant." - **course facilitator**

"Putting on a festival like this is a huge undertaking, so for an external organisation to pull it off so successfully is a real achievement. We worked very well with Suas and the volunteer coordinators." - **on-campus university officer**

For the volunteers involved there were several motivations, to engage with the issues in a different role (many of the coordinators had previously been participants), to learn or improve organisational and other skills and to develop their CVs:

"Being a coordinator was like doing a whole new course, with new facilitators." - **volunteer course coordinator**

"8x8 was very educational both in terms of the content and what I learned about managing people and organising events." - **volunteer coordinator**

"The benefits included improving my organisational skills, enhancing my CV and lots of opportunities to build my confidence. Being a volunteer has been an important experience. It has given me a direction now, I have found something I really enjoy and that I want to be involved in professionally." - **Maev Moran, volunteer coordinator**

"The programme has given me new skills and interests and provoked a sense of urgency in addressing the themes relating to Suas' work. I am now working in an international NGO working with visual media on a daily

¹⁴ This very positive testimonial came unsolicited as part of an email from a coordinator who we were unable to interview for logistical reasons but who wanted to express his views about the programme

basis. Through my participation I have a stronger understanding of the political, social and cultural issues underlying visual representation in development.” - volunteer coordinator

The role of coordinator - with everything this has entailed (the support from Suas, the interaction with other students and stakeholders, the time commitment and responsibilities involved and the content the coordinators have been dealing with) - has amply fulfilled the long term outcome of enabling students to “engage with global issues ... (with peers, local communities, nationally or overseas).”

Ideas Collective

The concept for the Ideas Collective emerged as a response to a demand expressed by students¹⁵ that they wanted to get involved in social justice and/or environmental projects in Ireland. The Ideas Collective was piloted in 2015 and provided participants with a space and targeted support to develop and realise a social or environmental change project (linked to one of the Sustainable Development Goals). Participants received a number of inputs as a group over a period of 100 days. These included an introductory session, followed by three weekends of workshops and master-classes on topics such as how change happens, personal learning styles, project development, communication etc, facilitated by Suas staff and external experts. Participants also worked together to support and develop each others’ projects. The programme ended with a showcase event where participants presented their projects, some of which were completed (e.g. one off events or products) and some which were set to develop further.

In 2015 there were 20 participants with eight projects. I attended the showcase event in September 2015 to meet and interview participants. All of the projects which were presented were very impressive, with clear outcomes and all of the participants were passionate about wanting to make a difference. Projects included a short documentary film on the relationship between Irish agriculture and climate change, a forum to bring students together to develop technology-based solutions to development problems, a community letter-writing initiative and an online platform to provide young people in Ireland with easy access to policy-making and civic engagement. It is not possible to describe all the projects here but the following two will serve to illustrate the thinking and the impact of the Ideas Collective.

Nu.: Developed by two recent graduates, the purpose behind ‘Nu.’ was to create a completely ethical clothing business to challenge the environmental and social cost of the fast fashion industry. Aisling and Ali’s idea is to get (young) people to value the clothes they buy and to get them to swap and share with others. In a recent article¹⁶ on a Suas website they described their progress:

“If you had told me this time last year about ‘Nu.’ I wouldn’t have believed you! We have set up monthly swapshop events and ... have pitched for Bank of Ireland Startup [and various other entrepreneurial] awards ... We’ve made a website¹⁷ and blog, have run ‘upcycling’ tutorials and are currently getting an app developed which facilitates clothes sharing and swapping and down the line, we want to create a rental wardrobe full of the best ethical brands. We really couldn’t have done it without Suas, all the members of the Ideas Collective and the rest of the ‘Nu.’ team who have volunteered many hours of their time to help with the project.”

¹⁵ From returning overseas volunteers, from Suas Societies and from the following survey: Amárach Research and Suas Educational Development, National Survey of Third Level Students on Global Development, 2012. Available here: <http://www.suas.ie/reports/>

¹⁶ <http://www.stand.ie/ideas-collective-ali-aisling/>

¹⁷ <http://www.nuethical.com/>

Vocalism: This is the project of Dónal Kearney and it aims to “to develop a network of community groups, charities, schools, artists, human rights defenders and social entrepreneurs” by encouraging them to use their voice to discuss social and cultural issues, by developing their own voice, telling their own story and collaborating with others. Dónal, who is a trained singer, does this by putting on events and workshops aimed at “schoolchildren, teachers, civil society professionals, students, human rights defenders, community groups, and private businesses” to help people develop their own voice and become more confident in using it to tell the story they want to tell. He has already taken part in or led numerous events and workshops as can be seen from the blog pages of his website¹⁸. The following participant comments are typical:

“I found VOCALISM to be an incredibly empowering experience. Dónal's emphasis on breath and remaining calm while speaking in front of others proved invaluable... We worked on public speaking factors which I had never really considered prior to the workshop, such as posture and stance.” - Meaghan Carmody, Director/Producer of No Snowflake

“I could see this workshop working really well to build a sense of community with groups who are new to each other and for team building with groups who already know each other.” - Deirdre Kelly, Suas staff member

Ideas Collective participants identified a number of factors which they felt marked the programme out as something special and which contributed towards its success:

- The nature of the proposition – the fact that the offer “if you have the right idea, we will help you make it happen” is unusual and very appealing
- Creating the space – this was perhaps the simplest but most important factor. I asked a number of the participants why they had not been able to do their projects on their own, given that they all clearly had ideas and motivation. They all said that it was having the forum, the framework of the Ideas Collective which had enabled them and that without it their projects simply would not have had happened
- Time limited – the fact that the whole programme was limited to 100 days, meant that momentum was created and that the initial commitment felt manageable
- Application process and entry fee – this meant that there was a perceived value in the project proposal, not everything would be accepted and also the participants had to put (a small amount, €50, of) their money in
- The “collective” element – all participants felt that they were part of a group and that the whole group was aiming to make a difference, not just through their individual project but through all the projects combined. The group dynamic, the responsibility to one another and the support of other participants made a big difference in terms of motivation
- The facilitation, the speakers, the venue – these were all of a very high quality, so although the inputs were fairly light touch, they really made an impact – and it was not just hard information that participants gained but also a lot of soft skills such as identifying their own learning styles, communication, teamwork etc

My overall impression of the Ideas Collective is that it has been one of the jewels in the crown of the Global Citizenship Programme, which is why I have devoted a relatively large space to it in this report. Participants all

¹⁸ <http://www.donalkearney.com/>

spoke of it in glowing terms (despite having some suggestions for improvements, such as more focus on practical skills) and I was really impressed with the quality and the sense of purpose of the projects. It clearly achieved the long term 'Engage' outcome of enabling students to "engage with global issues ... (with peers, local communities, nationally or overseas)."

The following comments from participants sum this up well:

"I learned that if you want to change anything then you just have to start. I met so many like-minded people which was really important. Realistically we would never have even started this project without the Ideas Collective." - **Ideas Collective participant**

"Even through my human rights work I often felt so helpless and uninvolved as a citizen. I saw the Ideas Collective as a way of forcing myself to address my own role in my community and to act in some way to help others. It gave me the confidence to present myself in the field of NGOs and social enterprise. I had wanted to put myself in that sphere but did not know how. Meeting other young people with ideas and hopes for change was inspiring. We helped each other and Suas did a great job of facilitating our plans." - **Ideas Collective participant**

"It was a very positive experience. It was tough to juggle work and the Ideas Collective but I am glad that I made the time and space to develop a strategy, make decisions and take action." - **Ideas Collective participant**

OVERSEAS

One of the limitations of this evaluation is that we have not been able to see the Overseas Volunteer Programme (OVP) in situ. However, we have been able to speak with a large number of returned volunteers (including those in coordinator roles, many of whom had been on previous placements as volunteers), programme facilitators and staff and two staff members from partner organisations. We have also had access to a large amount of quantitative and qualitative data from surveys with returned volunteers. Overall I feel that we have been able to form a reasonably accurate general picture of the programme.

There are many elements which go into running a successful overseas volunteer programme which can elicit the kind of positive feedback we have gathered from Partner Organisations, volunteers and facilitators. There is not space to examine all of these here but I have a strong impression that Suas does a very good job of managing these elements, including: relations with Partner Organisations, recruitment and selection of volunteers, pre-placement training and preparation, support for fundraising by volunteers (who have to make a significant financial contribution towards costs), development and delivery of the Global Perspectives Week (a series of inputs from expert facilitators, field trips and workshops during the placement on issues related to the placement and to wider global development themes), training and support of coordinators (volunteer team leaders, development coordinators and teaching coordinators), gathering M&E data, introducing new peer to peer learning and exchange opportunities with young Indian volunteers, running the returner debrief days and so on.

Notwithstanding the outcomes for the 'Engage' element in the Results Framework, the Overseas Volunteer Programme has three broad objectives:

- to offer educational support to Partners and educational improvement to children in India¹⁹

¹⁹ During the period 2012-2015 volunteer placements in Kenya were suspended for security reasons. There is the intention to start placements in Zambia from 2016 onwards and to restart placements in Kenya as soon as possible.

- to offer a learning and personal development experience to volunteers
- to create a movement of informed and committed people in Ireland supportive of a global development perspective

The following paragraphs examine the (mostly qualitative) evidence relating to these objectives.

Educational support to Partners and educational improvement to children

Over the four years, 315 volunteers have been on ten week placements, working with thousands of children and dozens of teachers in over twenty schools through six Partner Organisations in Delhi, Kolkata and West Bengal. There is quantitative evidence to show that the children taught by the volunteers improved their English language ability and there is good anecdotal evidence (requests for further volunteers, signing of MoUs) as well as comments made to us to show that Partner Organisations were very happy with the programme and that there were real benefits to the children:

“The main impact on our teachers and on the children is improvement in English. It is a real priority in the job market. As there is no other common language with the volunteers this is a real chance to interact with native speakers - they pick it up pretty quickly.” **staff member, Partner Organisation, India**

“The children definitely showed an improvement in their confidence in speaking English.” - **volunteer**

“The programme has helped a lot of the children to raise their horizon a little. Many of them have never seen anything or anyone outside a 5 km radius of their village - even when teachers show them a globe they don’t really understand. So it is good for them to see that someone outside of their little corner of the world is interested in them.” - **Anuradha Gakhar, staff member, Shine (Partner Organisation, India)**

“At the end of summer camp we put on a play, “The boy who cried wolf” with the students. It was so amazing to see them up there acting it out and all the personalities shining though. Such hard-working amazing students.” - **volunteer**

“Most of our teachers come from a marginalised community and many of them have only had minimal training and are only used to traditional blackboard teaching. So to work with volunteers doing fun activities such as arts and crafts and music with the children really helps them to develop as teachers and to build a better rapport with the children.” - **staff member, Partner Organisation, India**

“I did not expect the volunteers to be so hard working; they are always talking about the teaching and how they can improve their inputs; this presents a great learning opportunity for our teachers, inspiring them to take their teaching seriously.” - **Anuradha Gakhar, staff member, Shine (Partner Organisation, India)**

“I feel incredibly positive about this programme, there are really only benefits and no drawbacks. For the children, the language barrier just evaporates and their English improves so much in two months. Our teachers also learn a lot from working with the volunteers, using new materials and approaches.” - **Seema Paul, staff member, Development Action Society (Partner Organisation, India)**

Although the comments we heard were overwhelmingly positive, some of the volunteers did query whether the nine weeks they spent with the children was really long enough to make a real impact on their English. One volunteer also wondered whether a better use of funds would be to improve the training given to the Indian teachers rather than to finance the volunteer programme, adding that the volunteers got more out of it than the children, which was a sentiment echoed by others. This is a legitimate concern but one which I feel is more than outweighed by two factors, firstly that the OVP is part of a wider programme which ultimately seeks to make a difference in Irish society and therefore the quality of the volunteer experience is an essential part of delivering

on that broader aim and secondly the fact that the majority of evidence pointed to the positive benefits for the children:

“While I felt the impact made in school was limited, spending nine weeks living in the same residence as the National Children’s Labour Project boys, the impact in terms of their level of English and their exposure to other cultures was very clear to see.” - volunteer

Learning and personal development for volunteers

There is no doubt that the Suas Overseas Volunteer Programme offers volunteers an extremely powerful learning experience and an opportunity to develop as individuals in many ways:

“This experience has allowed me to develop my leadership skills, balancing authority with friendship, communicating better and managing a variety of personalities.” - OVP coordinator

“Through difficult and challenging circumstances I was made to look into myself and learn about myself in a completely new way. I definitely improved in terms of my communication, confidence, teamwork, listening skills etc.” - volunteer

“The biggest positive I get is to see the volunteers’ energy, commitment and enthusiasm, their support for each other and their love for the children they have taught. You can see how the experience changes their view of the world, opens up their value system, broadens their values and increases their commitment to greater justice and social equality.” - OVP facilitator

“I have gained so much confidence in myself and my leadership abilities. The experience is far from easy but the challenges allow you to grow and develop personally and professionally. Working with Suas and Shine was a pleasure and I have gained life-long friends, a refreshed desire to take action and a whole range of other life skills.” - OVP coordinator

“I learned so much in our Global Perspectives Week, about debt, development, gender issues, Indian culture, the caste system and many other development issues, social, economic and environmental.” - volunteer

“My involvement as a facilitator gives me total inspiration from the amazing young people I meet every year on the programme” - OVP facilitator

“The programme has rekindled my passion for life and made me want to live positively and bravely and to be useful and constructive in all I attempt. It has increased my faith in people and our ability to make things happen and in my ability to lead. I now have a deeper awareness of myself as a person, what motivates me, what I can achieve and a sense of peace and self-acceptance. I have learned so much about myself, how I handle conflict, my stress triggers, my leadership style, coping with pressure and interacting with others. This has led me to make profound changes in my life, being more direct and honest about how I feel, taking care of myself through yoga and meditation, being creative and living in the moment and going after things I want – I have just sent a book to publishers and am starting a life coaching course.” - OVP coordinator

“The Global Perspectives Week was excellent, in particular the field trips. I learned a lot about gender and the very visible gap between wealthy and poor.” - volunteer

“While I have experienced life in the Global South I don’t feel I truly understand how India works. I don’t know enough about their education policy. The more I learned about Hinduism the more I could understand the culture. I had not realised before how deeply religion is engrained in the society.” - volunteer

“I strongly believe in education being the key to empowerment and real social change. Suas facilitates this.” - OVP facilitator

Movement of support for a global development perspective in Ireland

The Overseas Volunteer Programme Manager says this is the weakest area of the programme but I feel she is perhaps being over-critical. It is true that Suas has not yet put in place a real post-placement 'programme' to ensure ongoing engagement with volunteers after they return to Ireland:

"We need more follow-up after volunteers return to help the transition back to life at home while maintaining the 'family relationship' with and between the volunteers. We should offer increased opportunities for engagement soon after volunteers return home to utilise and maximise the alumni network" - **OVP facilitator**

Other volunteer sending agencies such as Restless Development and VSO have invested significantly in this and have discovered that tailored, personal support offered to returned volunteers in the form of meetings, news and information, training etc, can reap real dividends in terms of those volunteers remaining active and taking on campaigning, lobbying or awareness raising roles. Suas has not done this and so there is a sense that the alumni are an untapped resource and that a 'movement' has not been formed.

However, I do feel that as an ever growing group of individuals who have effectively all had powerful and positive experiences the OVP volunteers do represent an important source of positive stories and attitudes within their peer groups and more widely in Irish society. There is also cross-over between the OVP and other elements of the Global Citizenship Programme, with some returned volunteers taking on roles as 8x8 or course coordinators and there is also the potential to recruit returned volunteers for future intakes of the Ideas Collective. At the returning volunteers debrief day, as well as focus groups and interviews I did an exercise with volunteers where I asked them to place themselves (anonymously) on a number of different spectrums relating to their experience and its impact on them. Three of the spectrums are directly relevant here and in each case a large majority (at least 80%) of the volunteers placed themselves very much towards the upper end of the scale (around the 8/10 position). The statements on the spectrums were:

- "I am confident that I can make friends and family change their attitudes towards development, based on my OVP experience."
- "My consumer choices will be affected by my OVP experience."
- "My OVP experience has made me determined to take action."

All in all there is compelling evidence, from a range of sources, that the Overseas Volunteer Programme is performing well against all three of its broad objectives and that, as with the 8x8 and course coordinator roles and the Ideas Collective, it is certainly delivering on the long term 'Engage' outcome of ensuring that participants *"engage with global issues ... (with peers, local communities, nationally or overseas)."*

4.1.4. Result Four, 'Sustain' Activities

| Outcome LT / ST (Long Term / Short Term) | Target for 2015 | Result for 2015 |
|--|---|--|
| LT: Quality non formal EGC interventions implemented by university bodies on at least 2 campuses after end of programme. | At least 2 university bodies include non-formal EGC in their strategies and/or work plans | 1 DCU course underway - coordinated by the Sustainability Manager in Office of the COO 1 UCC course in development - coordinated by Ger Mullally in Department of Sociology |
| ST: Replicable, cost-effective, quality non-formal EGC interventions for third level students developed in conjunction with key stakeholders. | Representatives from MSH boards attend and present papers at national conference and contribute to programme reports. | Turnover meant that MSH boards were not active in 2015 (working group members played a larger role and contributed to programme reports) |
| ST: Campus-specific stakeholder networks, committed to delivery of EGC interventions in 5 locations, active in 5 locations, increased capacity to implement activities. | MSH boards and/or working groups in all locations meet two times a year | working groups meeting average 3 times in 2015 and contact between meetings |
| | At least 20 members of MSH boards and other stakeholders implemented / have increased skills to design & deliver non formal EGC interventions | 24 campus stakeholders engaged in design and implementation of EGC activities as working group members |
| ST: An increased number of Third Level stakeholders are informed about the benefits of non formal EGC | Resource updated on an annual basis to reflect learning and impact + website views. Workshop on non formal EGC with 25 participants | Resource developed + five workshops delivered as part of EGC conference for ~100 participants. |
| ST: There is an enabling policy environment for the implementation of non formal EGC in at least 2 programme locations. | University leadership figures in at least 1 location launch non formal EGC element to their University strategy and/or policies | 3 universities (Trinity, NUI Galway, UCD) promote Education for Global Citizenship in their new strategies |

The overall aim of the activities under the 'Sustain' Result is to *“work towards a situation whereby appropriate university bodies would be in a favourable position to undertake the implementation of non-formal EGC interventions on campus beyond this programme.”*²⁰ The difficulty for Suas is that they can only “work towards” this situation, they cannot bring it about themselves as it is ultimately beyond their control (depending as it does on university finances, priorities, decision-making processes etc). This is therefore a very challenging objective, reflected in the formulation of long term and short term outcomes in the Results Framework. The long term outcome of having *“Quality non formal EGC interventions implemented by university bodies on at least 2 campuses after end of programme”* has been partially met. An extra-curricular course, 'Making a Post Carbon World' promoting global citizenship and giving a high level overview of key sustainability challenges has been developed in Dublin City University. A further extra-curricular course on sustainability is due to be piloted this year in the University College, Cork Department of Sociology with one of the Suas Global Issues course facilitators directly involved in its development.

Beyond this, Suas has done well in achieving all of the short term outcomes with the exception of “Multi-stakeholder (MSH) board representatives attending and presenting papers at national conferences” (which was not achieved due to turnover in board membership). The membership of working groups was above the target levels and all groups were active, especially in planning and delivering the 8x8 festivals, engaging with over 40 university and student actors in the process. In conjunction with the Partners involved in Global Campus, Suas produced an excellent Resource document²¹ which details the overall approach and experience of the programme, gives case studies and captures some of the most important lessons and tips.

²⁰ From ToR for Evaluation of Global Citizenship Programme

²¹ Global Campus Project Resource 2016, which will be available on the website: www.global-campus.eu/

In February 2016 in conjunction with Campus Engage, Kimmage Development Studies Centre and Comhlámh, Suas organised a conference entitled, “Global Citizenship in Higher education – Towards a global campus” in Dublin. The conference was attended by over 100 people and included a keynote presentation from leading development education academic Dr. Doug Bourn²², a follow up panel discussion, facilitated conversations and five workshops on a range of themes including developing skills and attitudes, evaluating impact, raising awareness on campus, supporting staff and student collaboration and resourcing global citizenship projects. 95% of participants (based on 19 responses to a post conference survey) rated the workshops positively. Finally, three universities, Trinity, NUIG and UCD²³ have actively promoted Education for Global Citizenship in their recently published strategies.

We have also seen a range of anecdotal and qualitative evidence to back up the strong performance described above, showing that Suas has been very successful in reaching out to and collaborating with a range of stakeholders who have an interest in Education for Global Citizenship at third level in Ireland:

“We worked with Suas as their ‘internal partner’, liaising with college authorities and promoting events. There is a great appetite for international development topics amongst students but there is no departmental home for them. So something like [the Global Citizenship Programme] is very important. We want to collaborate with Suas again. I work with a lot of partner organisations and Suas are one of the best, very professional, flexible and well organised.” - **Dawn Quinn, multi-stakeholder board member and Trinity College Dublin International Development Initiative**

As a result of contact in relation to elements of the Global Citizenship Programme two on-campus organisations were inspired to put on extra events. The Societies Office of NUIG proposed and developed a Global Week focusing on environment, global citizenship and diversity/inter-culturalism which took place in October 2014. The 8x8 film festival formed a key part of the week²⁴ and the NUIG Societies Office and student societies ran additional events. Similarly, UCDVO²⁵ proposed collaborating with Suas and others to run a conference²⁶ on overseas volunteering and development education targeting third level students, which was successfully delivered in November 2014. Such examples illustrate the fact that Suas is a crucial player in raising the profile of Education for Global Citizenship on Irish university campuses. The Global Citizenship Programme has contributed to new alliances and has enhanced capacity and interest among relevant stakeholders which taken together constitute a critical stage on the road to the provision of integrated development education at third level in Ireland:

“The Global Citizenship Programme has clearly raised the profile of Education for Global Citizenship in all five third level locations in Ireland. I am not aware of any other organisation doing Education for Global Citizenship at this scale and to this quality to rival the Suas programme.” - **Joanne Malone, Global Citizenship Programme Manager, Suas**

²² Institute of Education in University College London

²³ Trinity College Dublin, National University of Ireland Galway & University College Dublin. In the case of Trinity College Dublin Suas participated in a ‘Working Group for Engagement and Global Citizenship’ which was set up to feed into the strategy development. In the case of the other two institutions it is likely that Suas worked with people who have made inputs to the strategies.

²⁴ <http://www.nuigalway.ie/about-us/news-and-events/news-archive/2014/october2014/8x8-festival-brings-global-perspectives-to-irish-campuses.html>

²⁵ University College, Dublin, Volunteers Overseas

²⁶ <http://www.ucdvo.org/events/conference/>

“I feel there is quite a substantial interest in Education for Global Citizenship here among the students and the university authorities and the film festivals and photo exhibitions have definitely contributed to the overall profile of EGC.” - course facilitator

The ‘Sustain’ activities are intended to achieve the second of the two overall Specific Objectives of the Global Citizenship programme:

“To enable the implementation of quality non formal EGC interventions by university bodies after the end of this programme.”

My impression is that the programme has made a meaningful ‘enabling’ contribution, raising awareness, building capacity and creating alliances. The issue of resources is however still a stumbling block for the guaranteed delivery of Education for Global Citizenship at third level – the universities do not seem likely to fund significant programmes on an ongoing basis. If the Suas programme were not to continue there would be a sizeable gap in provision. A challenge for Suas and funders will be to find ways in which future funding can be used to ensure that relevant posts, courses and events can be supported in the long term. Education for Global Citizenship is an important part of the offer which universities can make to prospective students and Suas must be clear in any dialogue with university authorities about the value which it can add through the Global Citizenship Programme.

“I would really like to see the Global Issues course continue. If it could be hosted in a relevant Department (such as the International Centre for Human Rights in the Law Faculty, or the School of Film and Digital Media) then it would have a better chance of survival. The challenge will be funding of course. Nevertheless I think Suas should be discussing this with Departments, since it would give them an extra string to their bow when competing for students.” - course facilitator

“The course has been going for a while now so it has been developed and refined and is now very successful. Suas is doing something that nobody else is doing and it meets a real need. This type of activity needs to be carried on. It would be a huge shame if it could not continue. Suas could perhaps look to develop the course further by having high profile speakers for some sessions and inviting the university Deans and other senior staff to attend.” - course facilitator

“I would love to have the chance to meet with staff in other universities to explore opportunities for collaboration around global learning.” - member of university administrative staff

4.1.5. Overall Impact

It is quite difficult to summarise the overall impact of the Global Citizenship Programme because it comprises so many different and varied elements and because we are drawing on such a wide range of evidence. Perhaps the best approach is to return to the Overall Goal and the Specific Objectives of the programme:

- Goal:** *To contribute to increased public support and participation in Irish development efforts.*
- Specific Objectives:**
- 1. To enable a positive shift in the behaviour of Third Level Students from a wide range of disciplines*
 - 2. To enable the implementation of quality non formal EGC interventions by university bodies after the end of this programme.*

I do not have any hesitation in saying that the programme has achieved its overall goal. The large numbers of third level students positively and imaginatively engaged through the programme of ‘Inspire’ events, the clear increases in knowledge and skills and the changes in attitude resulting from the ‘Educate’ courses and the really

meaningful involvement of participants in the 'Engage' programmes (Coordinating, Overseas Volunteer Programme and Ideas Collective) and the multiplier effect that those participants will have among their peer groups – all of this has undoubtedly *“contributed to increased public support and participation in Irish development efforts”*. Of course it is very difficult to assess *how much* of a contribution and one often has to fall back on expressions such as 'significant contribution'. In the case of Suas and the Global Citizenship Programme my sense is that the contribution is not only significant but substantial, in other words, this programme is one of the most important engines of support for Irish international development among third level students.

There is very convincing evidence that the programme has achieved the objective of enabling a, *“positive shift in the behaviour of Third Level Students from a wide range of disciplines.”* This can be seen in the active participation of large numbers of students and recent graduates in the 'Educate' and 'Engage' elements of the programme as well as from the evidence that this participation has impacted positively on their motivation and ability to take action in a wide range of ways in relation to global issues. The participants involved have been drawn from an incredibly broad range of academic backgrounds, quite literally from 'A' to 'Z' ('Ancient and Medieval History and Culture' to 'Zoology') by way of Biomedical Science, International Cooperation, Psychology and many, many other disciplines.

The evidence also shows that through the Global Citizenship Programme Suas has indeed played an *“enabling”* role towards *“the implementation of quality non formal EGC interventions by university bodies”*. This has been achieved through raising the profile of Education for Global Citizenship and through successful outreach to and cooperation with a wide range of third level stakeholders, though it remains unlikely that universities will be in a position to fund meaningful programmes from their own resources.

Another way to look at the overall impact of the programme is to think about the *depth* of the impact which has made in specific cases. For example, it is very clear that the Overseas Volunteer Programme is extremely well run and that it makes a deep and lasting impact on the students who take part. Not only do they develop a whole range of life skills but they return from the experience better informed about the causes of poverty and inequality and the possible solutions and challenges in trying to create greater social justice and environmental sustainability. They are also highly motivated to take action themselves and to advocate among peers and wider Irish society on a range of global issues.

Similarly, the Ideas Collective has clearly provided participants with a transformative experience:

“I loved it. I want to work on this project until it is a success. I have found something I am more passionate about than anything else and I am so glad I had the opportunity to find it.” - **Ideas Collective participant**

Beyond this personal impact, there is the potential for some of the projects emerging from the Ideas Collective, such as 'Nu.' for example, to have genuine impact either nationally or internationally. If this ethical clothing initiative continues on its current trajectory then it is not unreasonable to think that it could have an impact in all the ways that one of its founders, Aisling has identified, namely:

- on the working conditions of workers in the garment industry in countries such as Bangladesh
- on the attitudes and consumer behaviour of students in Ireland and perhaps other European countries
- on the success of ethical clothing brands
- on the environment through reducing waste and reducing harmful practices within the industry

More immediately it is clear that other Ideas Collective projects are already having an impact, as the following comment in relation to the Vocalism project shows:

"Fantastic. Absolutely fantastic. [The choir] keep asking can they do it again with you!" - members of the High Hopes Choir, Dublin (comprising singers affected by homelessness)

At a programme level, it is important to note that the overall intervention logic, behind the Global Citizenship Programme has been relevant and coherent. Even though most individuals will not have progressed through all of the 'stages', many will have engaged in more than one and it does seem to have been very effective to conceptualise the programme in terms of different levels of engagement, as a way of both managing and promoting the various activities. In considering overall impact it should also be remembered that Suas has delivered the programme in the period 2012 to 2015 in a challenging context, characterised by the financial and refugee crises, increased pressure on students, scandals in the voluntary sector in Ireland and reduced funding for charities and universities.

Finally, I want to comment on Suas' overall management and strategic approach. I have had the opportunity through a significant amount of contact with the organisation over the last two years to develop an informed external view of how Suas is performing. This has included a range of interviews and discussions with senior management and Board members, both about the Global Citizenship Programme and about the more general direction the organisation is taking and the challenges it faces. The impression I have is that the organisation is being well led in a very thoughtful and coherent manner. The draft strategic proposition papers I have seen are excellent – concise, rigorous and realistic and when seen in conjunction with the high quality of the programme outputs, give me confidence that Suas will continue to be one of the leading Irish education INGOS.

"There are two central pillars to Suas' work, quality education and global citizenship. Quality education means bringing 21st century skills to disadvantaged children, whether in Ireland, India or Africa. Our work on global citizenship is focussed mostly on young people in Ireland, enabling them to see the connections between the local and the global and to play their part as active citizens, although there is also an important international element as we seek to work with young Indian and African volunteers as well." - Allison Aldred, CEO, Suas

"Suas already delivers very solid awareness-raising work through the 8x8 festival, very solid development education through the Global Issues course and a powerful personal development experience and educational support through the Overseas Volunteer Programme. But we have not yet realised the full potential of combining these elements, both in terms of crossover between facilitators and participants involved in the different elements and also how we present ourselves to the public and to potential funders and corporate supporters. This is the key area for us to pursue in the medium to long term." - Suas Board members

"I have seen the 'power of Suas' – my own children have taken part in the Overseas Volunteer Programme and you could practically see them changing right in front of your eyes as a result of their experience. What I find frustrating though as Chair is how much time has to be spent on financial survival as opposed to strategic development, especially knowing that a relatively small amount of financial lubrication would make a huge difference in terms of our ability to grow and improve." - Bob Semple, Chair, Suas

4.2. Perspectives

Beneficiaries

The primary group of direct beneficiaries for the Global Citizenship Programme are third level students and some recent graduates at or near five main university locations in Ireland. The programme has been very

effective at reaching them in large numbers (well over twenty thousand) and from a very wide range of academic disciplines and has clearly made multiple impacts on them:

“The programme has given me a better sense of self-belief that I can have a positive impact on others' lives, and that I can put the skills I have to good use. I have a much stronger network in the development field after participating in the Global Citizenship Programme and a broader awareness of development work internationally.” - volunteer coordinator

Other beneficiaries include thousands of school children, scores of teachers, over twenty schools and six Partner Organisations in India, with whom Suas overseas volunteers have worked, who also report a range of language and life-skill benefits, and those hundreds if not thousands of people in Ireland who have already benefitted from the projects coming out of the Ideas Collective.

Value for Money

In terms of reach and the variety of events and activities covered and in terms of the type and level of impact that the combined elements of the programme have achieved I feel it represents good value for money at an annual cost to Irish Aid of around €220,000.

The short and long term outcomes the programme has sought to achieve remain extremely relevant and some elements of the programme, such as the OVP and the Ideas Collective constitute an excellent return on investment because of the potential they both have to influence Irish public opinion more broadly and in the case of the Ideas Collective to kick-start meaningful social initiatives.

I have had the budget and expenditure presented to me along with Suas' financial procedures and, with the caveat that I have not attempted to audit the programme's finances, I am confident that a reasonable and effective approach has been taken to managing the budget. I can attest at first hand to the Programme Manager's diligence in considering and recording expenditure and have seen examples of financial prudence, for instance in obtaining the free use of the venue at Trinity College Dublin for the Ideas Collective sessions, which staff estimate would otherwise have cost around €3,000.

Innovation

Stand.ie and the 8x8 festivals have included innovative elements but the best example of innovation has been the Ideas Collective. This was a new idea and indeed the whole approach was innovative, with minimal, targeted inputs creating a learning experience which has been life-changing for some participants and given birth to social and environmental change projects that would otherwise have remained nothing more than aspirations.

Sustainability

Because Result Four specifically relates to sustaining the programme and in particular creating an environment where Education for Global Citizenship (EGC) at third level in Ireland has a more certain long term future I have already discussed sustainability at some length in section 4.1.4 above. Suffice to say here, that the Global Citizenship Programme has clearly contributed to this long term goal by significantly raising the profile of EGC, by demonstrating that there is a real demand among students, by creating new alliances between various third level actors and by building the capacity of some key stakeholders. It remains however a challenge to secure the funded inclusion of EGC programmes by universities in the offering they make to students.

Counter-Factual

In the absence of the Global Citizenship Programme some students would surely volunteer with other agencies although it is not certain that their experience would be as positive or as profound. What does seem certain is that without the Suas programme there would be a large gap in the provision of awareness-raising and development education activities on key Irish campuses:

“The Global Citizenship Programme brings events to campus that we could not run on our own. It will leave quite a gap here if it does not continue.” - **Dawn Quinn, TCD International Development Initiative**

It is unclear whether the Partner Organisations in India would be able to find other organisations with whom to collaborate to deliver similar benefits to teachers and schoolchildren but it is very clear that the social change projects in Ireland would not have come to fruition without the Ideas Collective.

Realisation of Risks

The only risk which has materialised was the political instability in Kenya which resulted in the decision not to send volunteers, thereby effectively neutralising the risk to the programme. Other identified risks (such as incidents or allegations of child abuse and health and safety incidents overseas) have not materialised to the extent that they would pose a threat to the viability of the programme and the organisations involved²⁷ and it would seem that Suas’ policies and procedures, such as vetting volunteers, risk analysis of security situations abroad and annual review of health and safety procedures have been effective.

One unforeseen risk which was realised was the lack of measurable outcomes from the Learn to Read the World Programme in 2013. Suas took the brave decision to end the programme and to focus on other ‘Engage’ work.

Contribution to Irish Aid Development Education (DE) Policy Objectives

| Irish Aid Policy Area²⁸ | Contribution of Suas’ Global Citizenship Programme |
|---|---|
| Enabling environment for DE to organise and engage with government and its broader constituencies | Raising the profile of DE / EGC with university authorities and increasing the capacity of on-campus stakeholders such that there is a stronger DE voice at third level and a more receptive environment in which to explore new collaborations and funding models |
| Contribute to high quality DE in Ireland | Strong evidence shows the programme delivered consistently high quality DE through the Global Issues course and various ‘Engage’ programmes at home and abroad |
| Support integration of DE in formal and non-formal education programmes | The ‘Inspire’ activities and Global Issues course offer a range of informal and semi-formal extra-curricular DE, for which there is a clear demand among students from a range of academic disciplines and the importance of which, three leading universities have seen fit to explicitly acknowledge in recently published strategy documents |
| Ensure DE initiatives raise public awareness & understanding of causes of global poverty & inequality | The ‘Inspire’ activities and the multiplier effect of the Global Issues Course and in particular of the OVP and Ideas Collective constitute a significant contribution to raising awareness and increasing understanding among the wider Irish public |

²⁷ Child Protection & Health & Safety are ongoing risks to the programme, particularly given the level of turnover of volunteers &, to a lesser extent, partner staff. There have been issues related to child protection & health & safety in the programme period. However, these were relatively minor in nature & quickly identified, managed & resolved by Suas & partner staff working together.

²⁸ Irish Aid Guidance on Programme Evaluation (Programme Cycle Management Guidelines, July 2013)

5. RECOMMENDATIONS²⁹

Global Citizenship Programme

1. Continue to build on the strengths of the Global Citizenship Programme as far as funding allows. Current formats and approaches to the **8x8 festival**, the **Global Issues Course**, the **Ideas Collective** and the **Overseas Volunteer Programme** are generally very strong.
2. Undertake some audience profiling and research to inform strategy for developing/growing (or possibly dropping) **Stand.ie**. The main suas.ie website receives far more views than Stand.ie which is not a major source of recruitment for other activities and does not seem to reach a wide audience. More information is needed on the audience and more clarity on the purpose of Stand.ie (is it a niche forum or is it meant to speak to large numbers of students?) to enable strategic decisions to be made.
3. Consider introducing a session on gender and gender equality into the **Global Issues Course**. Would it be possible to provide specific information at the end of each session on how participants can get involved locally to take action on issues covered in that session?
4. Continue to bring **facilitators** together to exchange experience and discuss approaches as several facilitators stressed how important this is.

Overseas Volunteer Programme

5. **Teaching coordinators** should not also lead a team – the two roles together are too demanding.
6. The coordinator role is quite isolating. How can **coordinators** be further supported? Can they have (more) opportunities to get together with other coordinators during placements?
7. The **pre-placement training** should be more tailored: role specific, location specific and more practice / less theory (which means more focus on teaching for volunteers and more focus on logistical requirements for coordinators).

Feedback from OVP Partner Organisation staff

8. The **teaching coordinator** role is important. It helps the volunteers to be better prepared and clearer about their own role from the start and is also an important channel of communication between volunteers and local teachers.
9. Having a **cultural day** early on as part of the induction is very beneficial. It brings everyone together in dancing, singing etc and helps to build a strong rapport from the outset.
10. The **teacher-volunteer relationship** is very important and it is better for everyone if this can be established as soon as possible. Local teachers are shy and apprehensive about meeting the volunteers. The volunteers do not need to be so polite and reticent about making the first step.

²⁹ Recommendations are either based on my judgment as a result of the impressions I have been able to form or on feedback from stakeholders where the same view was expressed by multiple informants.

Advocacy, alumni network and ongoing engagement

11. Consider creating a full, structured **post-placement programme** of engagement for returning volunteers involving meetings, information briefings, opportunities to take action, recruitment to the Ideas Collective etc
12. Consider creating an **advocacy/campaigning function** within Suas. This role would support returned volunteers and other alumni to implement a range of awareness-raising and advocacy/campaigning tasks such as giving talks, doing media interviews, attending conferences, lobbying politicians etc
13. Further exploit and develop the **alumni potential**. In addition to the two suggestions above consider how all alumni can be given a greater sense of belonging to something bigger and how to keep them engaged. Consider how to cross-fertilise alumni experience and/or participation from one part of Suas' programme to others (e.g. OVP to Ideas Collective).

Dialogue with Funders Universities and Corporates

14. Consider inviting **senior Irish Aid staff and desk officers to participate in part of Suas' strategic planning** process. The purpose of this would be to help Irish Aid understand the context and challenges Suas face, to get a better grasp on the issues, concerns and constraints and to create a more strategic dialogue around the implications and consequences of the decisions that Irish Aid make. Such a process would require great trust on both sides and would need to be externally and expertly facilitated with some agreed principles (e.g. Chatham House rules etc) so that both sides can put their cards on the table without fear of being later held to ransom.
15. Continue to seek **dialogue with universities** but don't undersell what Suas has to offer. Suas can add real value through its global citizenship expertise and range of programmes to what a university can offer to prospective students. Consider ways in which funding could help to embed this within university plans, such as the partial funding of university posts.
16. Consider whether **Suas can play a brokering role** in bringing together those interested in Education for Global Citizenship at third level across different university locations to create a body of support across the country.
17. Continue to explore how best to package and **present what Suas has to offer to potential long term corporate partners**. The relationship should be seen as one of mutually beneficial collaboration rather than donor/recipient. Consider graduate recruitment, staff volunteering, help in kind, involvement in Ideas Collective, support for technology in new Zambia programme etc.

Monitoring & Evaluation

18. Continue to use **range of M&E tools** to gather quantitative and qualitative data. Having several sources of data (e.g. pre- and post course surveys, facilitator learning outcome assessments and follow-up surveys) provide robust basis for analysis.
19. Ensure that questions are formulated carefully so that **data is gathered in a format which relates directly and explicitly to the indicator** for which it will be used.
20. Consider **revising outcomes / indicators for awareness-raising** activities. Is it realistic to expect them to lead to behaviour change? Would it be more appropriate to measure how informative events are, to what extent they challenge preconceptions, or simply how many attendees go on to take part in other Suas activities?

21. Consider introducing questions which ask participants not only whether they have increased their understanding or changed their attitudes but also *by how much*.

Recommendations to Funders

22. Consider **continued funding for the Suas Global Citizenship Programme**. The programme is efficiently run and very effective in producing desired outcomes. It should be seen as an essential engine for driving support for Irish international development policies among third level students.
23. Consider developing a **longer term strategic relationship with Suas** as a key organisation to help Irish Aid deliver on Education for Global Citizenship (including public awareness-raising) and overseas volunteering and education policy and practice. Because Suas is well managed and has such potential for growth and to develop the synergies across the different elements of its programme it may be worth extraordinary treatment as a strategic partner for Irish Aid, with commitment to provide **sufficient 'strategic seed funding'** over the medium term to enable the organisation to concentrate properly on its own strategic development.
24. As a step towards a longer term strategic relationship consider participating in **Suas' strategy development and planning process** (see recommendation 14 above).

6. APPENDIX

6.1. Evaluation informants

Suas Staff

Allison Aldred, CEO
Joanne Malone, Programme Manager
Deirdre Kelly, Project Manager
Grainne Carley, Project Manager
Claire Faithorn, Programme Manager
Annette Byrne, Finance Manager

Stand.ie

Jenny Quinn
Gareth Walsh

Educate Course Participants

Vreny Enongene
Louise Rickard
Peter Murray
Justin Lacy
Lydia Vella
Christopher Enabulele
Leonard Leader

Volunteer Coordinators

James Brady
Chloe Lappin
Kevin Keane
Ipek Balcik
Maev Moran
Rebecca O'Byrne
Clare Cryan

Ideas Collective

Aisling Byrne
Donal Kearney

Others

Julian Clare, Director, Civil Society & Development Education Unit, Irish Aid
Mary Browne, Head of Development Education Unit, Irish Aid
Valerie Lewis, Education Specialist, Irish Aid
Lorraine Tansey, NUIG Student Volunteer Coordinator (university staff member)
Walt Kilroy, 8x8 Working Group, lecturer in International Development, University College Dublin
Mike FitzGibbon, GCP multi-stakeholder board, lecturer in International Development, University College Cork
Dawn Quinn, GCP multi-stakeholder board, Trinity International Development Initiative, Trinity College

'Educate'/'Engage' Facilitators

Enida Friel
Rosalinde Duke
Vicky Donnelly
Su-ming Khoo
Sarah Clancy
Siobhan O'Sullivan
Michelle Hardiman
David Weakliam

Overseas Volunteer Programme

Partner Organisations:

Anuradha Gakhar, Shine, India
Seema Paul, Development Action
Society, India

Facilitators:

Mary Rose Greville (also on Suas Board)
Nicole Byrne
Darragh Higgins

Coordinators / Overseas Volunteers:

Mark O'Dwyer
Emma Rothwell
Kate Hagan
Meghan Early
Andrea Connolly
Natalia Gontsova
Miriam Stewart
Roisin Barron

Suas Board

Bob Semple
Michael King
Mike Williams
David Moffitt

6.1. Funding Breakdown

| | 2012 | | 2013 | | | 2014 | | | 2015 | | |
|--------------------------|------------------------|----------------|------------------------|-----------------|----------------|------------------------|-----------------|----------------|------------------------|-----------------|----------------|
| | Irish Aid contribution | Total spend | Irish Aid contribution | EC contribution | Total spend | Irish Aid contribution | EC contribution | Total spend | Irish Aid contribution | EC contribution | Total spend |
| Inspire | 25,866 | 26,549 | 49,488 | 10,863 | 60,351 | 49,655 | 11,648 | 61,303 | 53,042 | 12,441 | 65,483 |
| Educate | 31,837 | 31,837 | 56,928 | 11,660 | 68,588 | 40,258 | 29,152 | 69,410 | 42,622 | 30,865 | 73,487 |
| Engage | 64,373 | 142,110 | 60,262 | 28,126 | 207,799 | 68,125 | 10,701 | 206,440 | 60,986 | 21,834 | 184,806 |
| Sustain | - | - | 25,782 | 6,853 | 32,635 | 25,814 | 4,555 | 30,369 | 28,804 | 5,083 | 33,887 |
| Programme Quality | 6,987 | 10,329 | 11,157 | 571 | 11,728 | 3,302 | 161 | 5,641 | 9,272 | 153 | 16,858 |
| Overhead Costs | 7,711 | 12,364 | 11,956 | 5,354 | 22,993 | 19,350 | 9,892 | 38,970 | 18,545 | 1,845 | 35,766 |
| TOTAL (€) | 136,774 | 223,188 | 215,573 | 63,427 | 404,094 | 206,503 | 66,110 | 412,133 | 213,271 | 72,220 | 410,287 |

| 2012-2015 | | | |
|--------------------------|------------------------|-----------------|------------------|
| | Irish Aid contribution | EC contribution | Total spend |
| Inspire | 178,051 | 34,952 | 213,686 |
| Educate | 171,645 | 71,676 | 243,322 |
| Engage | 253,746 | 60,660 | 741,155 |
| Sustain | 80,400 | 16,491 | 96,891 |
| Programme Quality | 30,718 | 885 | 44,556 |
| Overhead Costs | 57,562 | 17,092 | 110,093 |
| TOTAL (€) | 772,122 | 201,756 | 1,449,703 |

NOTES:

Programme quality costs refer to capacity building, research and monitoring & evaluation costs. These are costs that have been incurred in order to strengthen the programme and support the delivery and achievement of quality results.

The total cost of this programme has been almost €1.5M.

The programme has been financed with contributions from Irish Aid (~€800K), the EC (~€200K), international volunteers (over €400K) and course and Ideas Collective participants (almost €40K):

- Irish Aid and EC funding has been allocated to the different elements of the programme in keeping with annual budgets and proposals in relation to underspends agreed with donors.

- Volunteer funding has been used to cover the costs associated with the volunteer (Engage) element of the programme.
- Course and Ideas Collective participation fees have been used to cover outstanding programme costs and, in particular, programme quality and overhead costs.

When viewing this table in conjunction with Suas' Audited Accounts it is worth noting the following:

- Audited Accounts report the full income and expenditure per Suas programme and do not reflect integrated programmes of work such as Suas' Irish Aid-funded programme of work.
- GCP income as recorded in the yearly Audited Accounts includes Irish Aid and EC grant income and also course fee income and any income that has been deferred from the prior year. (In the case of the Irish Aid programme, there were relatively minor underspends each year due to savings being made, activities being delayed etc. Proposals for the use of these underspends were agreed separate to the annual budgets.)
- Audited Accounts report the gross income received per programme, it is worth noting that European Commission funding is reported as a gross amount; therefore it includes amounts that are then on-granted to EC Partners (in Austria, Cyprus and Malta). The amounts on-granted are included in the expenditure element of the Audited Accounts.