

A GUIDE WITH 4 TOOLS

GLOBAL CITIZENSHIP EDUCATION

How to measure and improve the impact



F R A M E
V O I C E
R E P O R T !



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BACKGROUND



CASE



KEY STEPS



TIPS



TOOLS

WHAT IS THIS GUIDE AND HOW TO USE IT

This guide presents 4 methods and tools that can help organisations set up an easy-to-use monitoring system for learning about the effects of global citizenship education (GCE) projects. The methods can be used for planning as well as monitoring and evaluating the changes a project has contributed to. At best the methods can keep on strengthening the project in the implementation phase thereby contributing to greater change.



Why should we monitor and evaluate global citizenship projects?

Monitoring means to keep an eye on activities implemented and the changes they generate. However, given that GCE projects often address complex social processes, predicting and measuring the results of a project can be quite difficult. Furthermore, many organisations around the world are overworked and see monitoring and evaluations as a burden.

However, simple monitoring and evaluation tools can help to strengthen the effect of the project significantly as well as keeping focus on what changes are taking place. It can help a project team knowing if all the work actually matter in the end – instead of focussing primarily on following the project plan.

This guide provides you with some simple tools, cases, and tips to do exactly this.



PLEASE NOTE,

that even though this guide and the illustrating project cases are relating specifically to global citizenship education projects, the methods can easily be used in other projects as well.

INTRODUCTION



What is Global Citizenship Education and why is it important?

Global Citizenship Education is the concept used by UNESCO to define activities that “aim to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, secure and sustainable societies”.

GCE was formerly known as DEAR – Development Education and Awareness Raising. However, the Sustainable Development Goals¹ have been part of promoting an understanding of global sustainable development, that requires the involvement of all citizens and institutions on the planet. So global citizenship education projects are moving beyond awareness raising to promote greater civic engagement in global sustainable development in all sorts of ways.

In this guide you will meet different project cases, among them:

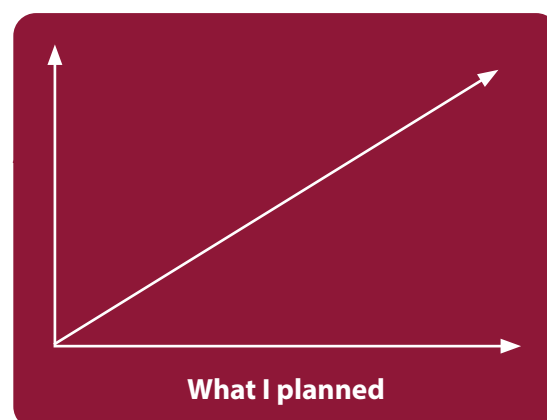
- A trade union trying to raise awareness and engagement among apprentices and students at technical schools in labour rights and living conditions for global migrant workers
- Engineers who want to tell other engineers about the Sustainable Development Goals (SDGs) and motivate them to make SDG action plans at their workplaces
- Employees at a museum aiming for an interactive and engaging experience for their audiences seeing the world through the eyes of a refugee on the run.

These projects are examples of how Global Citizenship Education (GCE) aim to give citizens an understanding of their roles and responsibilities in a globalized society as well as capacity to participate in local and global initiatives supporting sustainable development.

GCE is therefore an important component in achieving the Sustainable Development Goals addressing many of the current challenges the world is facing.

Why promoting Global Citizenship Education is complex

Many GCE projects seek to influence both knowledge and behaviour of their target groups. These change processes are often determined by many different factors which are not related to each other in a linear way. This realisation has important implications for the planning, monitoring and evaluation (PME) of GCE projects.



2

¹ On the website www.globalgoals.org you can explore each of the 17 goals and their underlying targets.

² Diagramme from: <https://oxfamblogs.org/fp2p/old-wine-in-new-bottles-6-ways-to-tell-if-a-programme-is-really-doing-development-differently/>

• Change can be unpredictable

Firstly, when dealing with unpredictable and non-linear change, it is important to learn as quickly as possible if project activities are indeed contributing towards the change envisioned. Hence there is need for a monitoring system that provides this information and allows for learning and adjustments along the way.

• Change can be intangible

Secondly the changes pursued by GCE projects are often intangible and multidimensional (e.g. knowledge, attitudes, intentions, motivations, competencies and behaviour) and therefore not easy to capture with predetermined indicators³. It can for example be hard to predetermine relevant indicators catching the deep personal change taking place within young technical apprentices who work together with their peers from the global South during an exchange programme. (See case 1).

• Change is often a result of multiple actors, relationships and perspectives

Thirdly, the unpredictability of the change that is pursued by GCE projects is often a result of the influence of many different actors or stakeholders who may have different relationships, roles and perspectives about specific social issues that are dealt with in the project. In addition, the sustainability of a project's results often depends on changes in behaviour or practices of multiple intermediate actors who in turn may interact (directly or indirectly) with a project's final target groups (e.g. volunteers expected to teach others).

Focus on change among actors

The tools presented in this guide, use a so-called **actor-oriented approach**. By focussing on concrete, observable changes among actors in the target group(s) it is possible to address some of the challenges mentioned above.

Zooming in on specific groups of actors whom a project is trying to influence directly or indirectly can help to articulate the roles and expectations of key actors involved in the change process. It can also help to clarify the changes that the project hopes to contribute to within these actors. Clarity about the changes you hope to achieve within your direct or indirect target groups is not only necessary for designing appropriate project activities but also for helping you to follow up on the effects of your project and to learn about its effectiveness.



WHAT WE MEAN BY “CHANGES”

When we talk about ‘changes’ in this guide, we mean changes in behaviour, actions, policies, activities or practices of individuals, groups, organisations or institutions related to the vision of the project. That means that changes in this way is something concrete and observable and not for example ‘increased awareness of...’.

³ An indicator is something normally being defined in the beginning of the project indicating whether the project has had success.
E.g. the number of teachers at a school stating that they use more time on global issues in their teaching than before.

MAP YOUR TARGET GROUPS

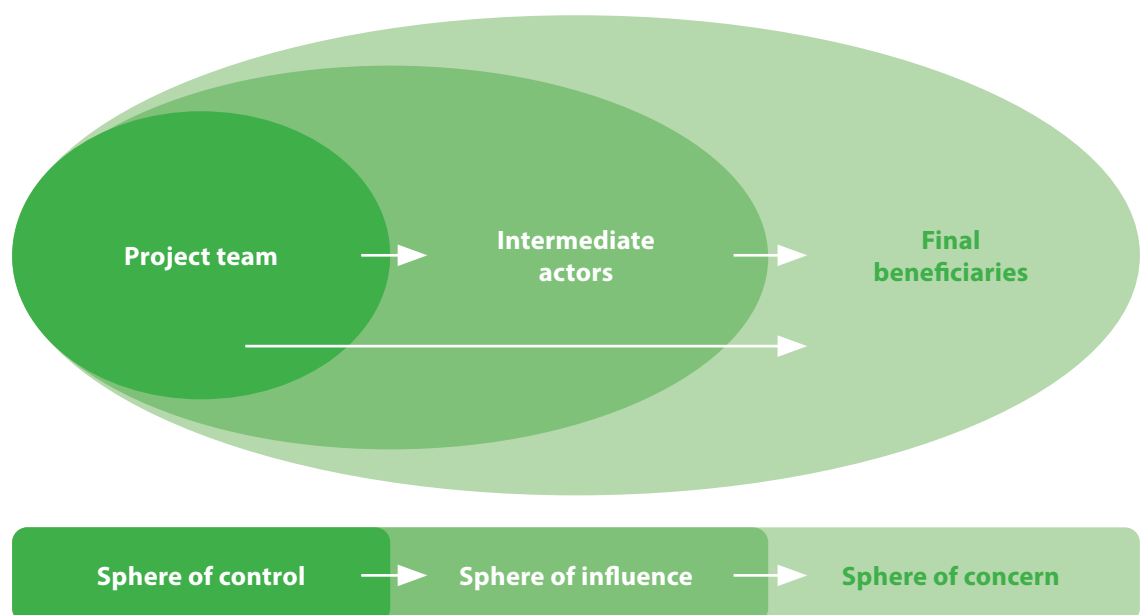
Using Spheres of Influence⁴ to map different levels of actors and change

Spheres of influence can be used to map different levels of actors and target groups in a project and to identify the changes the project seeks to contribute to within those actors. It is a simple but powerful analysis tool that can help to discuss and clarify roles, responsibilities, and expectations of different project actors.

The resulting map with three circles (as illustrated in figure 1) becomes the basis of the project plan and hence forces the project team to think about effects or results as **changes in the actors whom the project is trying to influence directly or indirectly**. Hence it provides a project with a planning framework that not only focuses on the final impact (changes at the level of the final beneficiaries) but also on **what various intermediate actors might need to do in order to contribute to this impact**.

The spheres of influence tool basically consist of three circles that can be used to map a project's actors according to how they influence each other.

- **The sphere of control** contains those programme actors that have control over a project's activities. The actors in the sphere of control, plan and implement the project activities and will often be equivalent with the project team.
- **The sphere of influence** contains the actors whom a programme is trying to influence directly. A programme has no control over the actors within the sphere of direct influence, but it has direct contact with them and therefore can try to influence them directly. This could for example be activists, trainers, social media influencers or teachers.
- **The sphere of concern** contains the final beneficiaries of the project. These are the actors for whom the project is hoping to influence towards a positive change in relation to the project's specific objective or vision. Many projects will only have an indirect influence on the actors in the sphere of concern through the intermediate actors in the sphere of influence. However, projects can also be designed in a way, where actors in the sphere of influence and sphere of concern are the same – meaning that the employees or volunteers of the implementing organisation have direct contact with the final beneficiaries.



⁴ The sphere of influence tool is derived from the outcome mapping method. More information can be found here: www.outcomemapping.ca

CASE No 1

USING THE SPHERES OF INFLUENCE

The Danish Trade Union Development Agency (DTUDA) implemented a GCE project, with the aim of engaging students at Danish technical colleges in global migration issues. They wanted to reach the students directly in the classroom as well as through journalists and local trade unions. They arranged events and meetings with schools and technical colleges where apprentices, who had been to Nepal themselves and worked with local construction workers, gave presentations about their experiences. Furthermore, DTUDA wrote articles for technical magazines about the apprentices and their experiences.

When DTUDA started working with the spheres of influence, they realized, they could use their resources more efficiently by also involving relevant teachers and international coordinators as intermediate actors. The teachers helped to motivate the students, ensured sustainability by continuing to talk about migration issues, as well as encouraged students to take internships abroad.

By focusing on change among teachers and international coordinators, the project results became more tangible and measurable within the project period than if DTUDA had only focused on change in their final target group – the students.

In an upcoming project, teachers and international coordinators will be a central and important target group, that DTUDA will involve from the very beginning of the design phase of the project.

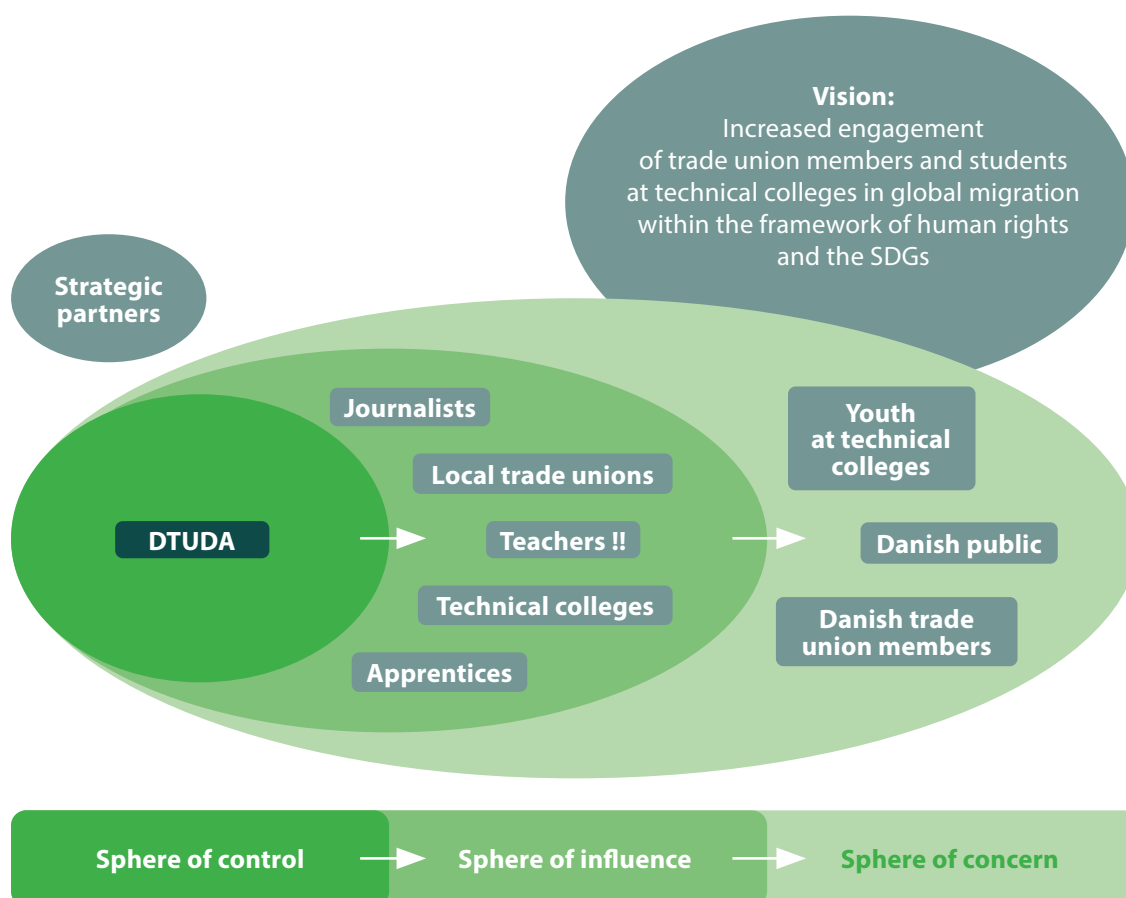


FIG. 2: DTUDA'S SPHERES OF INFLUENCE

An actor mapping according to the spheres of influence can be useful at any stage in the project cycle e.g. at the planning stage to inform project design, or during project implementation when you want to learn about the project's effects.



KEY STEPS

- Make a list of the people or organisations that you consider to be stakeholders within your project. By "stakeholders" is understood those individuals, groups, organisations or institutions, that a project will involve or affect.
- Place what you consider to be the project's final target groups/beneficiaries in the sphere of concern
- Place the stakeholders whom you have direct contact with within the sphere of influence (NB: sometimes the final beneficiaries of a project is also the ones, that the project team has direct contact with and they therefore appear in two spheres at the same time).
- Place the actors who have control over the project activities within the sphere of control.
- The stakeholders who do not fit in any sphere are possibly strategic stakeholders. These are actors who have an interest in the project, but the project is not seeking to influence them nor to monitor them. You can place the strategic stakeholders outside the spheres.



TIPS:

1

When identifying the intermediate actors in the sphere of influence, select the actors that are most strategic for the project, i.e. actors that can take on a significant multiplier or leverage role and whom the project team can support or influence directly. These are also the actors who will be closely monitored.

3

The map of spheres of influence is not static. It may be necessary to adapt it during the project because of changes in the context, changes in the situation of certain actors or because of new insights gained during the project.

2

Also be sufficiently realistic in the number of intermediate actors: 3 to 4 intermediate actors can already be ambitious.

DESIGN YOUR PROGRESS MARKERS

Using progress markers⁵ to monitor change in behaviour or practice

The next step in developing an actor focussed monitoring system consists of clarifying the changes the project team hopes to contribute to in the intermediate actors (sphere of influence) as well as in the final beneficiaries (in the sphere of concern).

This can be done by formulating progress markers for each of the actors that the project would want to monitor. Progress markers are normally used to monitor change in a project's intermediate actors, who are positioned in the project's sphere of influence, since changes in a project's final target group might take longer and may not be

observable within the timespan of the project. However, for some projects it can be meaningful to formulate progress markers for both the intermediate actors and the final target groups.

Progress markers describe observable changes in behaviour, actions or relationships of the actors whom a programme seeks to influence or support. They provide orientation and guidance for monitoring the changes the project is contributing to. Progress markers also help to track and learn from small changes that can easily be overlooked but may be fundamental as a basis for more transformative change later on (see case 2).

What are progress markers?

1. Progress markers are clustered in three categories: 'Expect to see', 'Like to see' and 'Love to see':



'Expect to see'

progress markers describe changes that are somehow expected to happen and are often achievable in the short term. They can be fundamental though to allow more profound changes to happen at a later stage. E.g. participation in a workshop or event

'Like to see'

progress markers represent some deeper changes that are more difficult to achieve and require more engagement, effort, and time. E.g. active participation in workshops expressing an opinion about a specific topic or theme.

'Love to see'

progress markers describe fundamental changes that show a more profound and lasting transformation within an actor. These are changes, that are fully supported by the actor and where no further support or encouragement of the project is needed. E.g. actors taking initiatives on their own in relation to a specific topic or theme.

2. Progress markers differ from traditional indicators in the sense that they are not time bound nor necessarily specified with pre-set targets or numbers in advance.

3. Taken as a set, progress markers provide a map of the possible complex change process that an actor could be engaging in. And due to the complex change being unpredictable, progress markers may be adjusted, or new progress markers may emerge along the way.

4. Progress markers do not constitute a fixed check list and should not be rigid targets against which progress is measured. Instead they provide a framework for dialogue or reflection concerning any observed changes at the level of the target groups in the project's sphere of influence.

⁵ More information about the use of progress markers can be found on the outcome mapping learning community website: www.outcomemapping.ca



CASE No 2

USING PROGRESS MARKERS

The global group within the Danish Society of Engineers (DSE) used progress markers in their project “The Sustainability Caravan”. DSE were training volunteers among their members to go around workplaces in Denmark to talk about the Sustainable Development Goals. The vision was to inspire the workplaces and companies to develop action plans for how they would integrate the SDGs in their work. DSE would furthermore like to reach more people with their messages through social media. In the mapping of the project the volunteers were in the sphere of influence and the company staff participating at the workshop were within the sphere of concern.

In the original project planning, DSE aimed at monitoring change within the practices of the companies they had visited. This turned out too ambitious and beyond the means of the project.

Instead progress markers were formulated, describing the changes the project was hoping to see as a result of the interaction between DSE volunteers and company staff (workshop participants) during the workshops. So instead of focusing on the long-term changes at the level of the companies the project decided to monitor change within the actors they were engaging with directly during the workplace visits. For that purpose, they formulated the following progress markers:

For the volunteers:

- The project expects to see DSE volunteers participate in trainings and preparations for implementing the workshops
- The project would like to see DSE volunteers tell about the SDGs in a comprehensible and engaging way at workshops
- The project would love to see DSE volunteers sharing their experiences and reflections on the DSE facebook page as well as participate actively in debating the SDGs on their own social media channels.

For the company staff:

- The project expects to see company staff participate in a workshop
- The project would like to see participating company staff listen to the volunteers and actively debating the goals as well as ways to work with them in their workplaces.
- The project would love to hear the participating company staff expressing, that they felt inspired and probably would implement some of the ideas.

The progress markers provided a feasible and useful monitoring tool as it allowed the project staff to collect the necessary monitoring data during the workshops through direct observation and discussion with target groups (volunteers and company staff). Using progress markers also helped to keep up the motivation of the volunteers as they were able to successfully contribute towards more short-term realistic goals.



TIPS:

1

Progress markers describe observable changes (e.g. application of a certain method, engaging in a certain activity, change in discourse, etc.). ‘Increased capacity’ or ‘change in attitude’ would not constitute a good progress marker. Instead you would need to ask yourself, how such increased capacity or changed attitude could show in a behaviour or action that could be observed.

2

Do not be too ambitious in the number of intermediate actors for whom you formulate progress markers.



KEY STEPS

- Try to formulate progress markers on all three levels (expect to see, like to see, love to see) for the key immediate actors in your project’s sphere of influence.

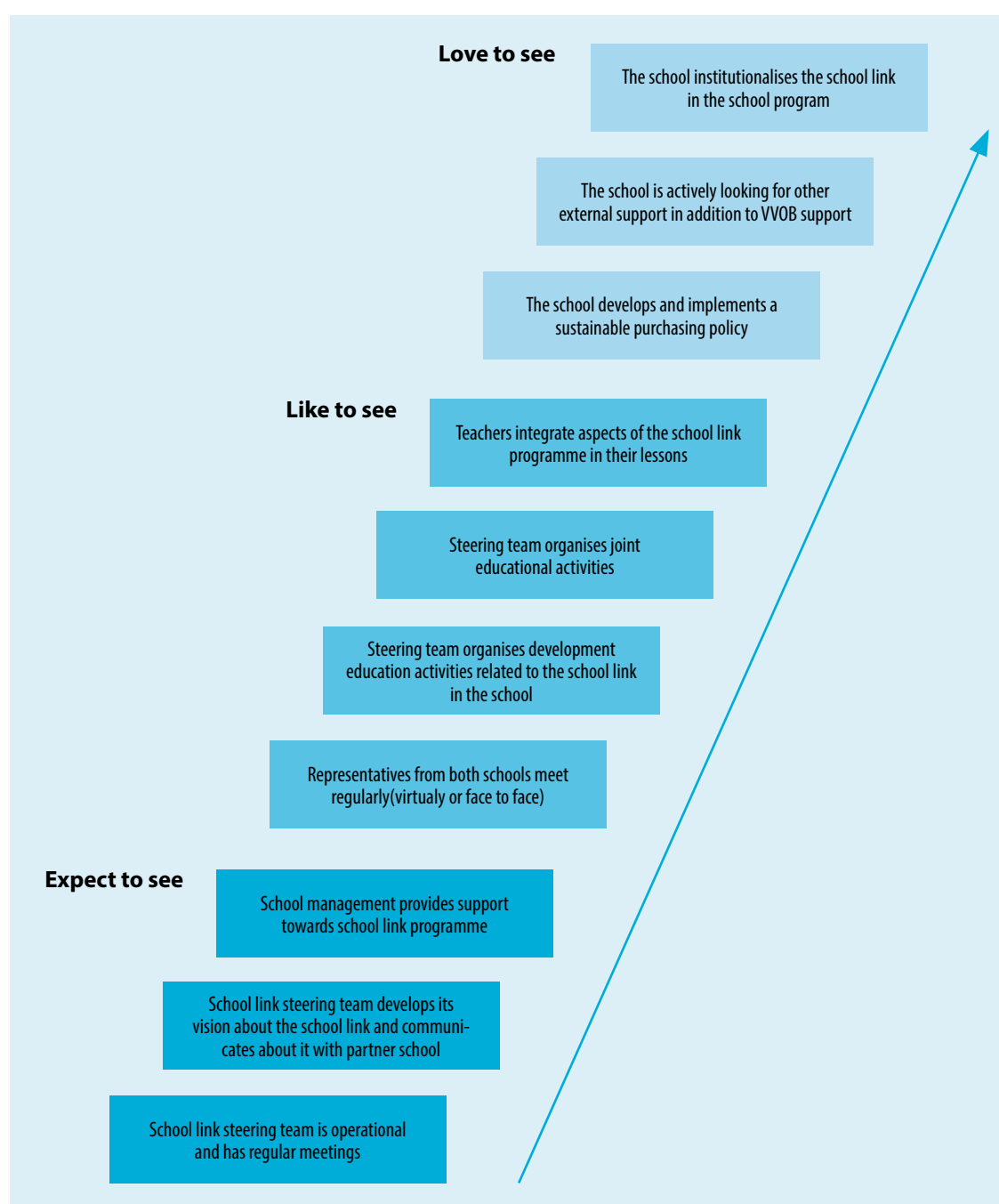
Other example of progress markers

The organisation VVOB⁶ implemented a project where they wanted to link schools in different countries through a “school link programme”.

The purpose was to strengthen the development education for the students (the students being in the sphere of concern). However, since change at the level of the individual pupils would be too complicated to monitor

on a regular basis and would take long to materialize, it was decided to formulate progress markers on the progress and capacity of the schools instead.

Intermediate actors (from the sphere of interest) at school level included management, teachers, and the project steering group.



⁶ More information about the VVOB case can be found in this article: <https://files.eric.ed.gov/fulltext/EJ1173642.pdf>

Use an outcome journal⁷

An outcome journal can be useful for project staff or other stakeholders to systematically document and analyse interesting changes they observe in relation to specific progress markers. Figure 3 shows an example of an outcome journal. A separate journal needs to be developed for each actor the project wants to monitor through a set of progress markers. An outcome journal lists the progress markers for a specific target group (in the first column). For

each progress marker there is the possibility to provide information about observed changes. The journal can also be used to capture:

- Unexpected changes (i.e., changes that were not foreseen through the progress markers, both positive and negative changes)
- Factors that hinder or promote change



TIPS:

Data about the progress markers can be collected in different ways:

A

Observations during activities or interactions with intermediate actors or target groups.

These observations can be registered in the outcome journal in a continuous way. This way, members of a project team can keep their own outcome journals. It is also possible to keep one centralized outcome journal for each actor through an online document, where all team members can enter their observations.

The outcome journal can also be completed at a fixed time (collectively during a reflection meeting or individually).



KEY STEPS

- Make an outcome journal with your progress markers for each of the actors the project wants to monitor.
- Discuss in your project team, how you will use the journal. For example, how and how often, you will collect data.

B

Interviews or focus groups:

The outcome journal can also provide guidance for interviews or focus groups with the intermediate actors or beneficiaries themselves or with other actors who may have useful information about the progress markers.

C

Self-reflection:

The outcome journal can also provide a useful framework as a self-evaluation tool for intermediate actors or beneficiaries. This way, they can make their own assessment of their progress in relation to the progress markers.



Name of the key actor to be monitored			
	Description of the observed change	Significance of this change	Contribution of the project
Expect to see			
Progress marker 1			
Progress marker 2			
Like to see			
Progress marker 3			
Progress marker 4			
Love to see			
Progress marker 5			
Progress marker 6			
Learning questions			
Unexpected changes			
Factors that hinder or promote change			

FIG. 3: GENERIC EXAMPLE OF AN OUTCOME JOURNAL

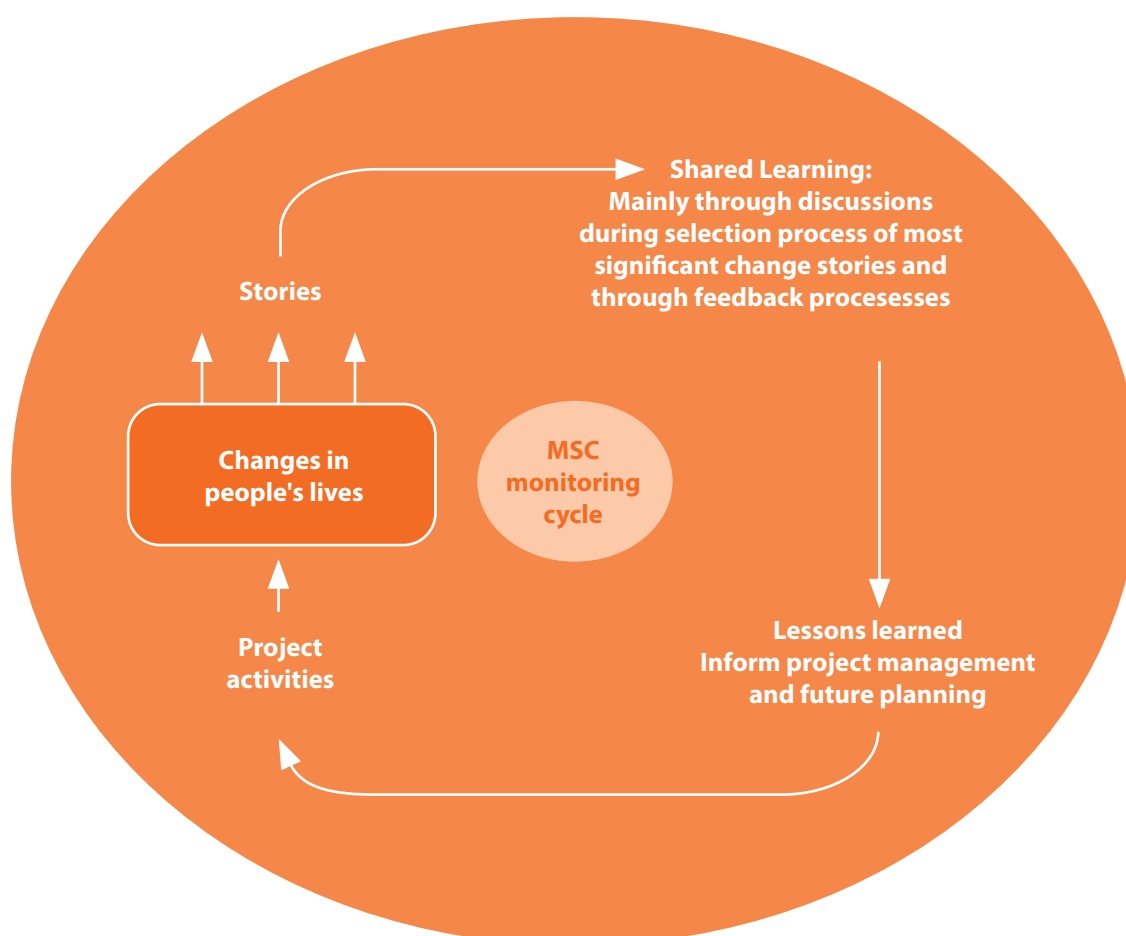
⁷ More examples of outcome journals and how they are used can be found on the outcome mapping learning community website: www.outcomemapping.ca

IDENTIFY YOUR CHANGE STORIES

Most significant change stories – learning about impact without indicators

The Most Significant Change (MSC) method⁸ works as a qualitative supplement to other monitoring and evaluation methods. The Most Significant Change method allows a project team to gain insight into what kind of changes the project has contributed to and how. Also changes that could not have been previsionsed, when the project was planned, can be captured through this method. The stories can provide rich nuances and details about various dimensions of certain changes. They can also be used to demonstrate results of the project towards donors, other stakeholders or the public in general. Most significant change stories are best used to complement other monitoring and evaluation methods.

The Most Significant Change method gives the target groups of a project the opportunity to express what they experience as a significant change due to their engagement with the project. This is often done by means of an open question such as: ***'From your point of view, describe a story that illustrates the most significant change that has taken place within yourself or in your relationship with others as a result of participating in this project!'*** It is also possible to ask a more specific question that, for example, addresses an objective of the project.



⁸ Davies, R. & Dart, J. (2005) The 'Most Significant Change' (MSC) Technique. A Guide to Its Use: <https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf>



KEY STEPS

The Most Significant Change method consists of the following steps (however, it is not always necessary to go through all the steps as illustrated by case 3 below):

1 Defining the respondents and theme: First the project team needs to determine who will be the respondents and what are the main question(s) (this can be very general or specific about a certain thematic focus or objective of the project).

2 Collecting and documenting MSC stories: The respondents will be asked one main question plus possibly some follow up questions. For example, the following questions could be asked:

- What do you think is the most significant change you have noticed in yourself or (or your neighbourhood or environment) through your engagement in this project?
- What or who do you think contributed to this change?
- Why is this change significant to you?

3 Analysis of the stories: For the analysis of the stories it is advisable to bring a group of people together. This can be members of the project team, the respondents themselves or other actors. They will read or listen to the stories and provide comments about the stories. E.g.:

- What do they like about them?
- What is surprising?
- What do the stories reveal about the project?
- Which kind of change is mentioned most often?
- Which stories made the greatest impression?

The group then selects one or several of the stories, that they consider most significant, and provide reasons for their selection. It can be useful to document the discussions that occur during the selection process, since it is likely to reveal a lot of nuances in relation to how different people perceive the project and its results.



TIPS:

1

Feedback on lessons learned:

It is important to share the insights gained through Most Significant Change with the respondents and other project stakeholders and to use the main conclusions during reflection moments within the project.

2

The stories can also be useful for internal communication about the project, for example with the wider target group (not only the selected respondents), with donors and/or with project partners

3

The stories can also be very effective for external communication under the condition that respondents gave their permission for using their story for such purpose.

CASE No 3

USING MOST SIGNIFICANT CHANGE STORIES⁹



The Dutch museum 'Humanity House' used the Most Significant Change method to learn about the effects of its 'Journey of Discovery' exhibit on students in secondary education. The exhibit allowed students to experience the challenges which people face as they attempt to survive in a region wracked by conflict or natural disaster. The interactive, unconventional approach drew participants into the world of the refugees.

Besides asking participants about the most significant change they experienced from going through the exhibit, the project team also asked some additional questions in relation to the specific objectives of the exhibit:

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

Over a two-month period, a total of 84 students were interviewed in pairs (42 interviews) during their visits to the Humanity House. Responses from the students were restructured into readable stories and analysed during four collective reflection meetings attended by Humanity House education staff, teachers and members from the management team. During these meetings stories were read, discussed and the most significant change stories, according to the meeting participants were selected. Reasons for the selection and the main points of the discussions were noted during each meeting. During the last meeting, participants discussed whether the exhibit was able to strengthen participants' appreciation of the situation faced by refugees, and came to the following conclusions:

1. The analysis of the participants' stories provided a better understanding of what 'empathy' means to them.
2. The majority basically understood what 'having to flee' entails, perhaps from having seen television news reports, but the Journey deepened their insight, and many reported a greater degree of emotional involvement. This finding was confirmed by a significant majority (approximately 75%) of the stories.
3. Participants also expressed their own feelings in their stories as illustrated in the following story extracts:

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

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

⁹ Van Ongevalle, J., Carabain, C. (2014). More or Less Global Citizenship? When Measuring Becomes Learning. An action research study examining the use of qualitative methods for monitoring and evaluation, Evaluation Series 4, NCDQ, Amsterdam. <http://www.ncdo.nl/more-or-less-global-citizenship>

COLLECT RELEVANT CHANGES



Using outcome harvesting¹⁰ to look for change in the final beneficiaries

Outcome harvesting is an outcome-based method that makes it possible to retrospectively search for relevant changes (outcomes) that have occurred and to which the project may have contributed.

In this method 'outcomes' are the same as what we have defined as 'changes' in the rest of the guide meaning **changes in the behaviour, actions, policies, activities or practices of individuals, groups, organisations or institutions related to the vision of the project**. Like progress markers, outcomes should always be **observable** changes.

Outcome harvesting is done without predetermined indicators or progress markers and can be used to describe change in the various actors that a project seeks to influence directly (in the sphere of influence) or indirectly (in the sphere of interest). The full method consists of the following main steps (however, it is not always necessary to go through all the steps as illustrated by case 4 below):

- **Identifying outcomes:** The first task is to identify any relevant project outcomes (changes). This can be done by the project team, volunteers and/or partners writing down everything they notice as 'outcomes' (expected or unexpected, positive or negative) during the project. This could for example be done on a continuous basis in a shared document like the outcome journal described in tool no. 2 or during regular monitoring meetings. Even a collector box labelled "observed outcomes" at the office could be used by the project team to drop notes with relevant outcomes they observed. Outcomes can also be harvested through interviews with relevant actors and/or review of documents, reports, media etc.
- **Documenting and substantiating the outcomes:** Where necessary the project team can then gather as much additional information as possible about the identified changes: What exactly happened? Under what circumstances? Who was involved? How did it happen? When did it happen? This step may involve additional data collection through discussions among the team members or additional interviews, further review of documents, etc.
- **Analysis of the importance of the outcomes:** The next step involves a discussion about the extent to which the observed outcomes are important and relevant for the achievement of the ultimate objective of the project (i.e. the change in the final beneficiaries and the vision of the project).
- **Analysis of the project's contribution:** During a final step, participants discuss to what extent the project could have contributed to the observed outcomes. In this way, the project team can gain insight into the effectiveness of the project activities and possible needs for adjustment.

¹⁰ For more information on outcome harvesting visit the outcome harvesting forum: <https://outcomeharvesting.net/home/>

CASE No 4

USING OUTCOME HARVESTING TO MONITOR ORGANIZATIONAL LEARNING



Fingo – a Finnish NGO platform - used a light version of the Outcome Harvesting method to identify organizational learning of Finnish organisations having received sub-granting for GCE projects in Finland. As part of the grants Fingo had organized trainings for the grantee organisations.

A first outcome harvesting exercise was carried out as part of a training on monitoring and evaluation. By that time all the grantees had already started project activities and had participated in at least one learning event organized by Fingo. The grantees were asked to think about the whole length of the project, starting from the beginning of the planning phase, and identify concrete changes on both individual and organizational level as a result of implementing the grant and participating in the learning journey. Grantees were asked:

- *"What has changed in my organisation since the start of the project?"*
- *"What have we learnt as a group of grantees?"*

The harvested outcomes were then discussed 6 months later during an end seminar for the grantees. The outcomes were printed on a large piece of paper and participants were asked to reflect on the outcomes and comment on them, agree, disagree or add some additional information to them. It was a quick exercise but gave some useful insights for Fingo on what organisations had learned. For example, that being part of the project had helped to strengthen the commitment and capacity of the organisations' volunteers and that it allowed them to learn from other projects.

WHAT IS THIS GUIDE AND HOW TO USE IT

This guide presents 4 methods and tools that can help organisations set up an easy-to-use monitoring system for learning about the effects of global citizenship education (GCE) projects. The methods can be used for planning as well as monitoring and evaluating the changes a project has contributed to. At best the methods can keep on strengthening the project in the implementation phase thereby contributing to greater change.