



**Evaluation Report**  
**The CHANGE project**

**01 September 2022**

 **Learning Avenue**

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# Acronyms

<b>AMIF</b>	Asylum, Migration and Integration Fund of the European Union
<b>ASBL</b>	Association Sans But Lucratif (Belgique)
<b>EU</b>	European Union
<b>JRS</b>	Jesuit Refugee Service
<b>NGO</b>	Non-Governmental Organisation
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>SCM</b>	Steering Committee Meetings
<b>SDG</b>	Sustainable Development Goals
<b>SJM</b>	Servicio Jesuita a Migrantes
<b>TFEU</b>	Treaty on the Functioning of the European Union
<b>U-CHANGE</b>	Understanding Change project
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>WP</b>	Work Package

# Executive summary

## Presentation of the project

In 2019, JRS Europe launched **the project CHANGE aimed at raising awareness amongst young people on the positive contributions of refugees to society**. The objective of CHANGE is to improve the critical thinking of the students, help them discern between opinions and facts on migration issues, change their perspective on refugees and forced migrants, and engage into concrete actions in their schools and communities. CHANGE was implemented in a large network of schools in 8 countries (Belgium, Croatia, Hungary, Ireland, Italy, Malta, Portugal, Spain) with the help of partner structures. The project is co-funded by the Asylum, Migration and Integration Fund (AMIF) of the European Union.

The core activity of CHANGE consisted in the creation and implementation of a **six-stage educational course**, which aimed to tackle different issues about migration, refugees and forced migrants, prejudices and stereotypes, and critical thinking. After the creation of a network of schools willing to participate in CHANGE, the course was implemented by teachers and gave the opportunity to students to meet a refugee or a forced migrant in their classroom and listen to their story. CHANGE also encouraged students to take action to raise awareness and support refugees and forced migrants by becoming Student Ambassadors. Finally, it also allowed to organise national events and a European CHANGE event at the end of the project (June 2022), which involved teachers and students from partner countries.

## Objectives of the evaluation

This evaluation aims to assess the relevance, performance, management, arrangements, timeliness, and efficiency and ultimate positive or negative outcomes of the project. It proposes both a retrospective and prospective analysis, by providing pragmatic and concrete recommendations for the future of CHANGE or other similar projects. To do so, the evaluation was intended to analyse the relevance and coherence of the project design and objectives, analyse the influence of contextual changes on the implementation of the activities, identify strengths and weaknesses of the project. It also intended to assess the impact of the project in raising awareness among young people on the positive contribution of migrants to society.

## Methodology

The evaluation was divided into three phases. During the **inception phase**, the evaluators conducted a preliminary documentary analysis of the project documents provided by JRS, as well as a series of scoping interviews which facilitated the definition of the methodology and objectives of the evaluation. This phase resulted in the development of the Evaluation matrix and the Theory of Change.

During the **data collection phase**, a series of semi-structured interviews were conducted with most of the partner structures and with JRS Europe CHANGE project coordinator. Semi-structured interviews and focus groups were also conducted with student ambassadors and teachers, in order to collect direct feedback from the beneficiaries of the project. These interviews were carried out with a total of **30 informants, of which 19 were students**, and were completed with additional documentary analysis.

The last phase was the **data analysis phase**, based on the triangulation of the data collected from the documentary review and the interviews. The principle of triangulation, which consists of considering different sources and points of view on the same subject, aims to reduce interpretation bias by increasing the validity of inferences. Following this analysis, the evaluation drew conclusions relating to the project and formulated strategic and operational recommendations.

## Relevance

**CHANGE is a result of lessons learned from a wide range of previous projects**. Its design responded to a diagnosis of the migration situation in Europe. JRS Europe witnessed a hardening of attitudes towards

migrants in the public opinion, and its project *I Get You* pointed out educational activities in schools as an effective but under-utilised method in Europe to raise awareness on forced migration. Moreover, CHANGE capitalised on the resources and good practices of other successful raising awareness projects, and on Jesuit networks at the European and country level. Finally, it also took inspiration from existing projects for the creation of the materials and the Student Ambassador program.

During the design of the project, JRS Europe ensured the **contextualisation of the materials and activities through the mobilisation of experts and consultation of stakeholders and partners**. Pedagogic experts were hired to create the educational materials and develop the six-stage course, and the communication was professionalised through an external agency. A European Stakeholder Taskforce was mobilised to review the materials and the methodology, thus ensuring their alignment with the migration situation and the educational needs in Europe. These stakeholders' consultations were also organised in some countries, but not on a systematic basis. Finally, the project followed a participatory approach through various Steering Committee Meetings, giving the national partners opportunities to reflect on the materials and resources developed.

Despite the efforts done by JRS Europe to ensure the relevance of the pedagogical materials, **these were sometimes regarded by some teachers as too complex, dense, and long to implement**. The materials and their expected time often required an additional work of explanation and adaptation by the country partners. The pandemic has also led to a simplification of the content of the lessons, with less time available. This issue could have been avoided through better inclusion of teachers and students in the project design.

Thanks to its adaptable design, **CHANGE activities could fit into the school curriculum of each country in a relevant way**. The project was designed to be implemented by teachers in a broad variety of classes, levels, and contexts. To do so, the resources were developed in different languages and for different age groups, and the project design integrated a strong **flexibility** component. This flexibility allowed JRS Europe and the country offices to adapt CHANGE to the national context and to the COVID-19 pandemic situation, while preserving a common European framework of the project.

## Coherence

The project CHANGE is **coherent with the EU treaties on education and with the SDGs**. It is coherent with Article 165 of the TFEU, as it promotes the exchange of ideas and strengthens active citizenship amongst young Europeans. The project is also in line with the SDG 4.5 and 4.7, as it aims to fight against discrimination and promote the acceptance of cultural diversity, but also foster engagement and citizenship amongst young people.

The project has also a **clear European approach, which is regarded as an added value**. Through the activities, events, and notably the final European CHANGE event, the project enables young Europeans to have a regional approach to migration issues and it enhances European citizenship. This European dimension of CHANGE was a comparative advantage over other projects and organisations, as it provides a bigger scope beyond the national level.

Besides its European dimension, **the main added value of the project was the encounter between students and refugees or forced migrants in the classroom**. This activity was the key moment of CHANGE, allowing students to hear the testimonies of the speakers and interact with them, thus challenging their perceptions about migration and refugees. The encounter was the major addition of CHANGE in relation to other raising awareness projects implemented in schools, as it completed the theoretical information of the course with a more human experience.

Although CHANGE is coherent at the regional level, **its coherence with the countries' political and societal contexts was variable**. Its implementation was more difficult in the countries where society and schools were unfavourable to discussing the migration and refugee issues in the classroom. However, the evaluation thinks that the project was especially important in the countries where there was a reluctance to address these issues.

## Efficiency

**The frequent interactions between the coordinator and the partner countries and the availability of JRS Europe ensured the good implementation of the project.** Frequent group discussions allowed an efficient coordination by JRS Europe, who used them to monitor the countries' progress and maintain overall coherence regarding the objectives of CHANGE. These e-meetings also provided a space for the partners to mutualise their experience and exchange good practices, fostering collaboration between countries. Besides these discussions, a bilateral coordination was set up with each country, which ensured the provision of quick and individualised support to each partner through different channels.

**The successful implementation of CHANGE activities in the schools was ensured by the country project coordinator.** They contributed to the creation of the school networks, ensured the communication with teachers and refugee speakers, coordinated with JRS Europe, and sometimes directly implemented the activities. However, their responsibilities varied depending on each country's context, with coordinators from less experienced organisations ultimately playing a more important role. This variation in the role of the national coordinator meant that the workload was very heavy in some countries: additional human resources and training would have helped to increase efficiency.

Overall, the **financial resources were sufficient to implement the project CHANGE in the countries** and to carry out successfully the planned activities. The flexible approach to budget management allowed the adaptation and reallocation of funds according to the context of each country. However, the budget was found to be insufficient regarding the management and coordination workload of JRS Europe.

**CHANGE teams adapted efficiently and successfully to the COVID-19 context, allowing the continuity of the project.** Coordination mechanisms were switched to online and new digital tools were mastered, even allowing for efficiency gains through more frequent and targeted meetings. Activities, pedagogical materials, and events were adapted to distance learning throughout the countries, notably the encounters, allowing to continue raising awareness about migration among students.

**Although a monitoring and evaluation system was in place, it could still be strengthened notably through a better implementation of monitoring tools in the countries.** JRS Europe created various mechanisms to monitor the project, such as the meetings with partners, internal evaluations, evaluation forms for teachers, student ambassadors and participants to the final European CHANGE event. However, feedback from the beneficiaries was not systematically collected. Getting the questionnaires filled was often a challenge for country partners, who preferred to use informal means such as email or conversations. To ensure better monitoring and evaluation and avoid biases, additional follow-up efforts, clearer guidelines as well as an increase of human resources should be provided.

**Constant and comprehensive support was provided to teachers to help them implement the activities in the schools.** Specific guides and materials were created for each stage of the course. In addition to these resources, teachers also requested support and advice from the country partners to be capable of implementing the training activities. This support was provided systematically but in an heterogeneous way, mostly through bilateral communication and individual meetings between the teacher and the country project coordinator. Collective training sessions on the implementation of CHANGE could have centralised and increased the efficiency of the project.

## Effectiveness

The country partners succeeded in **creating a network of schools and teachers** to implement the awareness raising CHANGE activities in the classrooms. The person in charge of the school outreach in each country mobilised several efforts to create partnerships between the partner structures and the schools, using different strategies depending on the context and the capacities of the structure. Some partners built on pre-existing networks, while others had to develop it entirely and sometimes found it very challenging. The size and composition of the networks varied, including several Jesuits schools but also other types of institutions.

**The training activities were timely and effectively implemented in the school through the six-stage course.** These activities contributed to raise awareness amongst students of different ages about refugees and forced migrants' situation, through a combination of theoretical courses and an encounter with a refugee. They also aimed to reinforce their critical thinking and their capacity to distinguish facts from opinions, fight stigma and discrimination, well-founded judgement, and incite them to act in favour of these issues. The teachers implementing the CHANGE course were **offered significant flexibility** and could adapt it to their own situation and capacities, for instance by choosing some stages or activities. The country offices supported this flexible approach, while ensuring that the objectives of CHANGE were preserved.

**The encounters were very appreciated and gave the opportunity to the refugee speakers to share their testimonies** with students, who could ask them questions and discuss with them. Teachers also showed great interest towards this activity, despite their innovative aspect. Country offices ensured the preparation of refugee speakers by supporting and training them in order to boost their confidence and helping them tell their story in the way they wanted. Preparation work was also done with the schools to create a welcoming environment. Partners had different strategies to accompany and train the refugee speakers, sometimes collaborating with other organisations to provide a more efficient support.

Through the Ambassadors programme, **students carried out actions in their schools and communities to raise awareness and provide support to refugee and forced migrants.** Student ambassadors engaged in different ways and at different scales, with the support of their teachers and the country offices. CHANGE fostered a dynamic of action and a wave of solidarity among sensitised young people, inspiring them to act for migration and refugee issues. The student actions were the most difficult activity to implement due to the COVID-19 pandemic and the variable availability of teachers to help students. These difficulties could have been overcome through greater collaboration with other organisations working on the migration field, and involving the students earlier in the project so that they become more proactive.

Finally, the project CHANGE succeeded in **organising national and European events.** National events took different forms depending on the country and served to reinforce and complement activities in schools and increased the reach of the project. Most importantly, the final European CHANGE event allowed student ambassadors from different countries to share and exchange experiences and perspectives, and learn about other contexts, cultures, and traditions. This European event was evaluated very positively, but was very focused on the students' actions, giving less visibility to refugees and forced migrants.

## Impact

Some changes in students' perceptions and discourse indicate that, to some extent, **the project CHANGE had a positive impact on students.** It made them question their beliefs and understand the complexity of migration. The encounter was the most impactful moment, as students were directly confronted to speakers telling their story, thus bringing a real dimension to these issues, and challenging the stereotypes and prejudices that students might have had. It is difficult to assess if this impact is likely to be sustained over time, as most students did not have further contact with CHANGE after the classroom activities. The evaluation cannot therefore determine whether their perceptions and attitudes towards refugees and migratory forces have changed in a sustainable way.

Beyond contributing to changing perceptions, CHANGE also succeeded in motivating students to **engage in concrete actions to raise awareness and improve the inclusion of refugees and forced migrants.** Even though most of the student ambassadors already had positive beliefs about migration, taking action and carrying out projects was a very strong and impactful experience for them. The project enabled a part of the youth to engage in societal issues and bringing human solutions to contribute to the creation of a more inclusive environment and future for refugees and forced migrants.

However, if the project had a clear and direct positive impact on students, **its impact on refugees and forced migrants' situation remained indirect and limited.** The encounter was the only activity that systematically included them, and it had some positive impact on the speakers, who could benefit from support and financial compensation. Some of the ambassadors' actions were also directly targeted at the

inclusion of refugees and forced migrants. However, most of the activities of CHANGE did not have a direct impact on this group, as they aimed at raising awareness. The positive impact that the project ultimately aims to achieve on the integration of migrants in European societies cannot be assessed at this stage. If the project wishes to have a greater and more direct impact on refugees and forced migrants, they should be more involved in the activities, especially as direct beneficiaries.

## Sustainability

As the pedagogical materials are open and available to all teachers, **CHANGE can be replicated in schools after the end of the project; however, it might be difficult to implement without the support of the country partner.** Teachers can continue to use the CHANGE courses and activities in their classrooms, especially those who have already adapted the resources to the school curriculum. However, it is likely to be more challenging to use CHANGE teaching materials without the guidance and support of a national partner structure, as well as for the organisation of the encounters and the students' actions.

**JRS Europe has no defined strategy to continue the coordination of the project CHANGE** as such at the European level; it will reuse CHANGE methodology in its new project "CHANGE environment", also aiming to raise awareness in schools. However, **at the country level there is strong willingness to continue CHANGE in schools and to build on the momentum created by the project.** Country partners want to capitalise on the resources and network created and have different strategies and approaches to continue to implement the activities.

Finally, while **many student ambassadors want to continue engaging in favour of refugees and forced migrants, there is no defined strategy for them to do so after the end of the project.** Student ambassadors often appear to be motivated to act further on migration issues, thus showing the long-term impact of the project. However, CHANGE partners fail in providing them opportunities and routes to engage after the end of the project, and have no strategy on this issue, thus hindering the sustainability of what was achieved through CHANGE.

## Recommendations

1. Favour a better inclusion of the beneficiaries in the project design.
2. Implement a reporting and monitoring system more systematically to improve the coordination of the project.
3. Training the coordinators and recruiting more human resources to favour the efficiency of the project.
4. Implement a training for the teachers to favour the adaptability of the pedagogical material.
5. Continue to have a flexible and adaptable approach to ensure a coherent and effective implementation in each country.
6. Reinforce the collaboration and synergies with other organisations within the countries to facilitate the implementation of activities.
7. Integrate forced migrants and refugees further into CHANGE activities for future projects.
8. Provide opportunities for extracurricular activities to allow interested students to continue with their actions.
9. Support the adaptation process of the pedagogical material.



# Project presentation

## The CHANGE project

Created in 1980, **Jesuit Refugee Service Europe (JRS)** is an international Catholic organisation with a mission to accompany, serve and advocate for the rights of refugees and others who are forcibly displaced. Based in Brussels, JRS Europe is present in 23 countries, and coordinates the European JRS network. JRS priority working areas cover access to protection, immigration detention, social inclusion, and integration, and raising awareness. Aligned with the “raising awareness” priority of the JRS, the goal of the **CHANGE project** is to educate young people on the positive contributions of refugees to society and encourage them to act to make a change in their schools and local communities. The project was launched in 2019 and ended in June 2022. It targeted a young population between the ages of 13 and 18.

CHANGE is coordinated by JRS Europe and engages a network of 400 schools across 9 European countries<sup>1</sup> – Belgium, Croatia, Hungary, Ireland, Italy, Malta, the Netherlands, Portugal, and Spain. The partner structures in country networks are Centro Astalli (Italy); Fundación Alboan (Spain); JRS Hungary; JRS Croatia; JRS Ireland; JRS Portugal; JRS Malta and Stanislas College. The project is co-funded by the Asylum, Migration and Integration Fund (AMIF) of the European Union.

The CHANGE project helps students to improve their critical thinking, create their own opinion on issues such as migration and society and take action through a six-stage educational programme implemented by teachers in schools. To do so, the project was structured around 4 Work packages (WP): Management and Coordination of the Action; Developing Pedagogical and Communications Materials for Students, Creating and Mobilising a Network of Schools ; and Implementing the Activities with Schools and Student Ambassadors. During its period of implementation, the project CHANGE achieved several **results**:

- It developed a pedagogical course aimed to encourage students to think critically about refugees and migration, to distinguish facts from opinions, and to recognise prejudices and stereotypes. **This course was composed of six stages:**



- It created a network of schools participating in CHANGE across all the partner countries, with a number of teachers willing to implement the activities. This allowed the educational course to reach students of different ages and backgrounds.
- In the 3rd stage of the course, it allowed **students to meet a refugee or a forced migrant** in their classroom and to listen to their testimony. During these encounters, the students had the opportunity to ask questions and change their perceptions about migration.<sup>2</sup>
- Throughout the Student Ambassador program, **students had the opportunity to get more actively involved in the project by carrying out actions** to raise awareness of the migration situation and support the refugees and forced migrants.
- It fostered the organisation of national events to bring together the schools and students, such as Interschool Kahoots with different countries.
- It organised a **final European CHANGE event** involving 40 student ambassadors and 10 teachers from 7 countries. The students could exchange experiences, present their actions, and learn more about European institutions and migration issues.

<sup>1</sup> At the beginning of the CHANGE project, activities were planned to be carried out in 9 European countries. Due to different difficulties such as the Covid-19 pandemic, the implementation of the project was only implemented in 7 countries (Belgium, Hungary, Ireland, Italy, Malta, Portugal, and Portugal)

<sup>2</sup> “Encounter” is the word chosen by JRS Europe to refer to these meetings between students and refugees or forced migrants, called “speakers” by JRS Europe. The evaluation chose to keep this wording.

# Presentation of the evaluation

## Objectives of the evaluation

The main objective of the final evaluation of the CHANGE project is to **assess the relevance, performance, management, arrangements, timeliness, and efficiency and ultimate positive or negative outcomes of the project**. The evaluation proposes a retrospective assessment but also a prospective analysis via recommendations for the future of this project or similar activities run by JRS Europe.

To do so, the evaluation was intended to analyse the relevance and coherence of the project design and strategy, regarding the national and European context, as well as the project objectives. It also aimed to identify the contextual changes that took place in the countries during the period of activity and understand how they influenced the implementation of the project activities. The performance of the project was analysed in terms of effectiveness, efficiency, and timeliness of the activities, while identifying the strengths and weaknesses of the project. The evaluation also intended to assess the impact of the project in raising awareness among young people on the positive contribution of migrants to society. Finally, it wanted to provide pragmatic and concrete recommendations to key partners and stakeholders to improve the design and implementation of follow-up activities as well as other related projects or programs conducted by JRS.

This final evaluation focuses especially on the **work packages 1 and 4**, namely “Management and Coordination of the Action” and “Implementing the Activities with Schools and Student Ambassadors”, with a particular focus on WP 4 regarding the outcomes of the project. This focus was decided following the scoping discussions and was a request of JRS Europe.

## Methodology

The methodology of the evaluation combined a **detailed analytical approach**, for an in-depth understanding of the activities and expected results of the project, and a **participatory and qualitative approach** through semi-structured interviews. The evaluation was carried out in **three phases**, detailed in the figure below:



### 1. Inception phase

During the inception phase, a **preliminary documentary analysis** was conducted by the team of evaluators, by reviewing the existing documents provided by JRS, such as the internal evaluation reports, the U-Change evaluation, and activity and meeting reports. The list of documents provided by JRS can be found in Annex 1. The team of evaluators also conducted a **series of scoping interviews**, which facilitated the comprehension of the project and helped to define the methodology and the objectives of the evaluation, as well as the list of relevant actors to be interviewed during the data collection phase

The inception phase resulted in the development of an **evaluation matrix** based on the OECD-DAC evaluation criteria, as well as a **Theory of Change** for the CHANGE project. Both exercises were included in the inception note and can be found in Annex 2 and 3.

## 2. Data collection phase

**Semi-structured interviews** were conducted with most of the **partner countries** of the project: JRS Ireland, JRS Malta, JRS Hungary, JRS Portugal, JRS Belgium, Centro Astalli and Fundación Alboan. An interview was also conducted with the **coordinator of CHANGE project** (JRS Europe), specifically on the coordination and management of the project. Quotes from interviews are included in the report when necessary; however, the evaluation deliberately avoids mentioning the nationality of the informants as the country officers are too easily recognisable.

Semi-structured interviews and focus groups were also conducted with various **student ambassadors** from different countries (Malta, Spain, Hungary, Belgium), in order to collect direct feedback from the final beneficiaries of CHANGE and get their perception of the project. The complete anonymity of the students interviewed has been respected. The evaluation team also had the opportunity to carry out an interview with two Spanish **teachers**.

The team of evaluators acknowledges that, due to time constraints, the number of interviews carried out with students and teachers does not allow a representative sample of the beneficiaries of the CHANGE project. Nevertheless, they constitute invaluable feedback from the ultimate beneficiaries of the CHANGE project. Therefore, this report includes their testimonies, while also taking into account the methodological biases implied by this approach. A particular attention was given to this issue during the data analysis process.

**The interviews were carried out from 15 August to 31 August 2022.** In total, the evaluation team conducted interviews with 30 informants, of which were 19 students. 77% of the informants are women. The list of interviews by type of informant can be found in Annex 4. **All interviews were prepared in advance:** different interview guides by type of informant (country partner, JRS Europe coordinator, student ambassadors, teacher) were developed, based on the evaluative questions of the evaluation matrix. These interview guides can be found in Annex 5.

Moreover, an **additional documentary analysis** was conducted: as the project CHANGE has a strong documentary component, it was important to conduct a comprehensive analysis of the documents produced throughout the project design and implementation. This documentary analysis led to the insertion of footnotes in the analysis, referring to the documents used to triangulate with the interviews.

## 3. Data analysis phase

This evaluation was carried out through a triangulation of data from an extensive documentary review and semi-structured interviews. The principle of triangulation, which consists of considering different points of view and using different sources of information on the same subject, aims to reduce interpretation bias by increasing the validity of inferences. This data collection provided all the information necessary to interpret the results of, answer the evaluative questions and draw conclusions. These conclusions relate to the project and allow to formulate strategic and operational recommendations for possible continuation or similar future interventions.

The evaluation team wants to thank all the informants who participated in this evaluation for the availability and their ability to accommodate to the time constraints. The evaluation thanks the CHANGE country teams for the time dedicated to the interviews and for the contact with teachers and student ambassadors. It also highlights the engagement and receptivity of the teachers, as well as the participation of young people in the interviews.

# Evaluative analysis

## Relevance

***The design of project CHANGE is a result of lessons learned from a wide range of previous projects. It responded to a diagnosis of needs and problems in Europe, and capitalised on resources and good practices from successful projects.***

The conception of the project is rooted in a diagnosis of the migration situation in Europe, thus answering to an identified need. Indeed, from 2015-2017, JRS Europe and its partners implemented *I Get You*, a joint research and communication project on to promote best practices against racism and xenophobia towards migrants. One of the findings of the project was that **educational initiatives in schools were a valuable but under-utilised method** in Europe to “promote a well-founded discourse with local citizens, especially among children and young people, about the causes and subsequent effects of forced migration”<sup>3</sup>. Moreover, JRS witnessed during the years prior to the beginning of the project CHANGE a hardening of attitudes towards migrants in the media and public opinion, with young people being especially susceptible to these trends.<sup>4</sup> Thus, JRS Europe identified a specific issue regarding refugees and forced migrants’ inclusion in Europe, and designed the CHANGE project to respond to this problem through educational activities.

Moreover, and despite the differences between the country offices, **CHANGE globally built on an existing common culture of raising awareness projects and Jesuit networks at the European and country level**. This capitalisation on existing resources (materials but also experience and networks) facilitated both the design and the implementation of the project. The project CHANGE was able to ensure its relevance by building on the experience of JRS Europe in raising awareness projects, such as the *Pedro Arrupe Award* (programme promoting tolerance and openness among young people through group projects). It also drew on the experience of country partners such as Centro Astalli (*Finestre* programme), JRS Portugal (project *Sou Como Tu*), or Fundación Alboan. Moreover, to create CHANGE materials, JRS Europe collected existing educational and raising awareness materials from national partners (for instance the programme *Finestre*) as well as other organisations (UNHCR, UNICEF, SJM Latin America). Finally, JRS Europe coordination informed the evaluators that the Student Ambassador program was inspired by similar activities implemented by JRS USA.

***The design of the project mobilised an experts panel and consulted stakeholders and country partners, hence ensuring the contextualisation of the materials and activities of CHANGE.***

**The pedagogical and communication materials were fully contextualised despite the diversity of country contexts**, as JRS Europe relied on the expertise of recognised practitioners. JRS Europe selected two Pedagogic experts from the Hochschule für Philosophie (Munich, Germany) through a selective process, to create the pedagogical materials for CHANGE<sup>5</sup>. These experts conducted a mapping and benchmarking of existing pedagogic resources and worked on the development of the six-stage CHANGE course.

The **professionalisation of the communication** contributed to make the project visible, perhaps to a greater extent than if the JRS team had done it itself. A communications agency (*L’Encre bleue*) was hired to elaborate the communication strategy, resources and visuals. Thus, JRS Europe was able to acknowledge the limitations of its own expertise and opt for external professionals in order to create relevant

<sup>3</sup> JRS Europe, *I Get You. Promoting best practices to prevent racism and xenophobia towards forced migrants through community building*, December 2017.

<sup>4</sup> Proposal Submission Form, AMIF-2017-AG-INTE-01, TEACH.

<sup>5</sup> The evaluation underlines that at the beginning of the project, the name of the project was “TEACH” and was afterwards replaced by “CHANGE”. To facilitate the understanding of the reader, the evaluation decided to always use the final name of the project: CHANGE.

and contextualised materials. However, the evaluation also notes that different Methodology Advisory Committee meetings were held by JRS Europe with the Pedagogic experts and the communications agency. Through these meetings, JRS Europe supervised the creation of the resources and guaranteed their alignment with the objectives of JRS and the needs and specificities of the countries.

**A large panel of stakeholders were mobilised to review the materials**, to make sure that they were aligned with the refugees' situation in Europe as well as the educational needs in the schools. In April 2019, a consultation was conducted with a "European Stakeholder Taskforce" composed by 3 Refugee experts, 3 education experts and 4 civil society representatives involved in Refugee education and awareness raising<sup>6</sup>. Through this consultation, JRS Europe was able to obtain feedback on the project's material and methodology, especially on the 6 lessons course, the Student Ambassador program and the encounters with refugees and forced migrants in schools. Consultations with stakeholders were also carried out at the national level: Fundación Alboan, JRS Malta and Centro Astalli organised each one a meeting with stakeholders (teachers, students, experts, migrants) to obtain feedback on the materials. However, the evaluation notes that these national stakeholder meetings were not organised systematically by all the country offices: some partners such as JRS Ireland and JRS Hungary were only able to collect feedback through email exchanges with education stakeholders.

**The contextualisation of the project with the needs and realities of each country was ensured through the participation of the partners in the design of the project.** The national partners had opportunities to reflect on the materials and resources developed. JRS Europe organised multiple Steering Committee Meetings (SCM) with all the country offices and the members of the Methodology Advisory Committee. Notably, in the first SCM in March 2019, the partners had the opportunity to provide feedback on the proposal of the six-stage course and propose amendments to the methodology in order to adapt it to the national contexts and the realities of the schools. These meetings adopted a strong participatory approach, as the Minutes of the meetings show that each partner was able to express its opinions and concerns and provide ideas, while also discussing with the pedagogic and communications experts. The following SCM also gave the opportunity to obtain national updates regarding the implementation of the project and to discuss the challenges faced by the country offices. This participatory and reflective approach was assessed very positively (the SCM were rated "good" or "excellent" by all the country partners in the Interim Internal Evaluation).

***The pedagogical materials were considered at times too technical by some teachers and the initial planned duration of the activities was regarded as unrealistic.***

The issue of the accessibility of CHANGE pedagogical materials was raised by the country offices various times, both in the interviews and the internal evaluation reports. **The materials were considered at times as too dense** and elaborate to be user-friendly, and an **additional work of explanation and adaptation of the materials had to be done** by the country partners at different occasions.

Another problem related to the pedagogical materials raised was the length of their implementation. Different country offices concurred on the fact that the expected time for each module (45 minutes) was considered unrealistic to the teachers and had to be adapted. Moreover, simplifying the lessons' content was essential in the context of the pandemic, as more time was needed to connect and explain the materials, which reduced the time available for teachers to do the activities. For future projects, the evaluation suggests that this problem could have been avoided through a better inclusion of the beneficiaries of the project, namely teachers and students, in the design of the materials and activities. For instance, there was only one teacher in the European Stakeholder Taskforce, and teachers of all the partner countries were not systematically consulted on the pedagogical materials.

***The school curriculum of all the partner countries embedded the CHANGE activities.***

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<sup>6</sup> Mid-term Progress Report, TEACH, 2020.

The activities of the project fit into the school curriculum, as the pedagogical materials were designed to be adaptable to the circumstances and needs of each partner. From the beginning, CHANGE activities were conceived to “fit broadly in a variety of subjects that can be adapted by the teachers”<sup>7</sup>. The project was designed in order to be implemented by teachers of different classes, and the interviews carried out with the country offices confirmed that the activities had been integrated in a large variety of classes depending on the school (e.g., religion, civic education, language, geography). Different aspects in the design of the project allowed it to fit into the curricula of the countries. The resources were developed in **different languages** and for **different age groups**, to ensure the relevance of the project in all the school contexts.

**Flexibility** was also integrated as a key element in the project activities and methodology. It allowed the teachers to participate in the project in the most relevant way regarding their classroom situation and not be constrained by rigid guidelines and instructions. For instance, the country offices allowed the teachers to do only some stages of the course and to adapt the materials in the way that best suited them. Both JRS Europe and the country offices adapted CHANGE to the context, in terms of the project design and implementation modalities. In some countries such as Hungary, Malta or Portugal, the partners took care of the implementation of activities in the schools at some point, due to the reluctance or unavailability of the teachers. Some country offices also took the initiative to adapt some of the pedagogical materials to make them more relevant for the beneficiaries: in Belgium, the materials were adapted by JRS to make them more accessible to the students (the sentences were shortened, the explanations condensed). JRS Malta also adapted the materials for youth groups or non-formal education groups that met outside of school hours<sup>8</sup>. Finally, the coordination of the project was able to quickly adapt to the COVID-19 pandemic context in terms of coordination and activities. The evaluation highlights that this adaptation was included within a common European framework of the project, which allowed the projects not to disperse and to mutualise their different experiences.

## Coherence

***The CHANGE project is coherent with the EU treaties on education and with the SDGs, primarily with the SDG n°4.***

CHANGE being designed and implemented as a project for raising awareness towards children between ages from 13 to 18, it is relevant and coherent with the EU treaties primarily with the Treaty on the Functioning of the European Union (TFEU) about education (Article 165)<sup>9</sup>. The six stages modality specific to the CHANGE project (primarily the stage 3) and the European reunion in Brussels, **permitted the exchange of ideas and experiences of the engaged youth**. The commitment and participation in the CHANGE projects that aim to help refugees and forced migrants in the EU, has encouraged the active participation of young people in the community, thus making it possible to create and strengthen the active citizenship of young people. This is coherent with the objectives of the TFEU because it enhances «the participation of young people in democratic life in Europe»<sup>10</sup>.

The CHANGE project is also coherent with the SDGs, primarily with the SDG 4.5 "Eliminate all discriminations in education"<sup>11</sup> and 4.7 "Education for sustainable development and global citizenship"<sup>12</sup>. The project by developing in youth critical thinking and giving them the key information and notions about migration and refugees' situation in Europe through the six stages of the project, **it aims indirectly to**

<sup>7</sup> Think, Encounter, Act, Change Deliverable 1 (Minutes, Agendas).

<sup>8</sup> Final Internal Evaluation CHANGE (January 2019 - July 2022).

<sup>9</sup> Treaty on the Functioning of the European Union, article 165.

<sup>10</sup> Idem.

<sup>11</sup> Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

<sup>12</sup> Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

**tackle with discriminations among the youth and promotes the appreciation of the cultural diversities in their societies.** Also, by giving the opportunity to young students to act (stage 6) and develop their own projects (with the student ambassadors program) aiming to help refugees or forced migrants, the project promotes hands-on engagement and citizenship amongst teenagers. Nevertheless, the level of engagement observable through this project depends on the capacity and possibility of the teachers to engage the students and the national context.

***The European approach of the program was an added value of the project and appreciated by the schools and the students.***

***The project has a regional dimension which is reinforced by the final CHANGE event in Brussels and it enables the European youth to develop a regional approach to the migration and refugees' issues but also by the regional exchange it enhances European and global citizenship.***

The European CHANGE event was a moment appreciated by the students because it allowed them to first expose their actions, second learn from their colleagues from other countries and to **comprehend the complexity of the migration crisis and situation in Europe**. The relationships made during the encounter allowed students to interact with youth that are encouraged in the same subject, to learn from others and to understand the situation of the migrants in various countries. The European encounter permitted them to perceive that **the active citizenship at European level could lead to a sustainable impact** in the life of migrants but also in their own lives.

It is also important to mention that the **European dimension of the CHANGE project constitutes a comparative advantage over other organisations** involved in the cause of migrants. Having different partners in different countries enables them to act in synergy with local organisations and with European organisations, thus having a European scope reaching a wider audience. There is a consensus from all informants solicited through this evaluation on the value of JRS to provide a global perspective to a project that is primarily harnessed into the national boundaries.

#### Country project coordinators verbatims on the European value of the CHANGE project:



- “The Brussels event was very powerful, they could understand more about European institutions and to have seen differences in what happens in different contexts, different languages, different educational systems.”
- “These exchanges were very valuable, shared interest in advocacy of migrants, and the students could see what the national context was like in other countries.”
- “Helped to make the students understand that the migration issue is a regional one and not just in a country. [...] The European final event, even if they were a little shy and scared, they enjoyed sharing what they had done, and they all could reflect on the migrant's situation.”
- “The European context gives a bigger perspective, it's more appealing and they can have different perceptions on the issue.”

***The known and the main added value of the project was the encounter with the refugees and forced migrants.***

As mentioned before, to raise awareness of the refugees' situation the project put in place six stages, and one of these (stage 3) was an encounter with a refugee or forced migrant in the classroom. All the project managers and outreach officers were clear **this encounter was the main added value of the project**. The encounter allowed the students to get in touch with refugees and forced migrants, hear their stories and understand the nuances of the problem about migration. It allowed the students to confront their previous ideas, the information they received during the different lectures to the story told by the refugee. This aspect of the project was the «most human» that allowed to create a human connection between the students and the speaker.

The encounter was also the main added value compared to other NGOs that also work on raising awareness with youth. The local NGOs working in raising awareness, do not necessarily have interactions with refugees, they work more in the fact giving and implementation of activities. The encounters were highly appreciated by the students and the teachers. The encounters were **complementary to the notions received in the six-stage model, and it allowed the students to interiorise all the information that was given to them.**



#### **Student ambassador verbatim:**

- "The encounter with a refugee was a real plus, it gave a real dimension to everything we learned during the project. It was a really important stage in realising that it wasn't just facts in newspapers but that people were actually dealing with these issues."



#### **Country project coordinators verbatims:**

- "[Other NGOs] They probably go to the school to raise awareness but not the encounter. The way that the CHANGE project was created, and functioned was unique."
- "They really liked the refugee speaker, it had a huge impact, they were happy that finally a person called a refugee had a name and a story, happy to interact with them and received direct answers from them"
- "The encounter was the highlight of the project, even in terms of facts/knowledge most learned through the experiences of the refugees. Knowledge is important, but through the encounters, this knowledge was acquired and processed by the students."

***Even if the project is coherent in the European region, the coherence regarding the national context is very variable depending on the country.***

The CHANGE project was implemented in seven different countries and each country has different contexts regarding the migration crisis. In some countries (Portugal, Belgium, Ireland, Netherlands, and Spain), the acceptance of the project in schools and within the society was easier than in other countries, such as Malta and Hungary. In countries where the political and societal context relating to migration and refugees was very hostile and unfavourable to the discussion of these topics in schools, the implementation was more difficult.

However, the fact that in some countries the program has been difficult to implement given the nature of the issues addressed, indicates that the project is extremely important and coherent. Addressing extremely important issues such as migration is even more fundamental in countries where there is a plurality of opinion regarding forced migrants and refugees. Indeed the evaluation believes that it is in these countries that the impact can be greatest, in terms of raising awareness.

## **Efficiency**

***The coordination between the JRS Europe team and the different partner countries allowed for a smooth implementation of activities throughout the project, supported by frequent interactions amongst partners.***

Since the beginning of CHANGE, JRS Europe has always been in close communication with the country partners, allowing for frequent and fruitful exchanges and a strong coordination at the bilateral and multilateral level. JRS Europe interacted via main channels of communication.

- **Group discussions** with JRS Europe and all the partners appeared as an efficient way to coordinate at the European level, through the Steering Committee Meetings and the frequent e-meetings, both rated very positively by all the country offices in the internal evaluations. In these meetings, the project partners could report their progress to JRS Europe and be informed of the other countries' situation, strategies, and activities. These meetings had a twofold positive effect. On one hand, it allowed the JRS Europe coordination team to keep track of the situation in each country and ensure that, despite the flexibility and adaptation of activities to different



contexts, overall coherence was maintained in terms of the project objectives. On the other side, they created a **dynamic of experience mutualization and exchanges of good practices** between countries: the country project coordinators were able to share their knowledge and receive ideas and insights from the others. Therefore, the group meetings succeeded in **creating a climate of trust and collaboration, ensuring a smooth coordination of the project at the European level**. The evaluation suggests that the coordination could have been further improved by holding these meetings even more frequently, as some partners mentioned in the internal final evaluation.

- Alongside with the partner e-meetings, JRS Europe also deployed significant efforts for the **bilateral coordination** with each country. All the country project coordinators interviewed by the evaluation declared themselves very satisfied with the capacity of JRS Europe to provide specific and individualised support to them and to rapidly answer their questions and concerns.<sup>13</sup> This support was provided through different means such as frequent exchanges of emails or informal phone conversations. JRS Europe demonstrated **reactivity and availability in its coordination**, providing constant support and helping countries to find alternatives adapted to their context.

Finally, the evaluation notes that JRS Europe mobilised considerable resources to ensure a good coordination regarding the final European CHANGE event. This event was regarded as a success by all the informants interviewed during the evaluation process, which highlighted the efforts made by JRS Europe to ensure the success of the event and accommodate to all the requests made by the partners.



#### Country project coordinators verbatims:

- “The European office provided all the necessary information and took care of everything to help the country offices”
- “JRS Europe supported us well in the various phases of the project, especially during the last part with the European event.”
- “JRS Europe were very patient and answered all my questions. The coordination team was very responsive and efficient, and the regular meetings were very interesting, even though I did not always have something to report.”
- “The coordination team answered fast and tried to find alternatives. [...] The meetings with JRS Europe gave us security and assurance to carry on with the project and allowed for experience mutualization.”

#### ***The national coordinator was instrumental to the implementation of the project and the communication with the schools.***

The appointment of a person in charge of the implementation of CHANGE in each country partner organisation was essential to the success of the project activities. The evaluation notes that the role of this person was not harmonised between all the countries, and took different denominations such as outreach officer, country project coordinator, project manager. These national coordinators had different missions throughout the 3-year period: they were responsible for creating and mobilising a network of schools in the countries and ensured communication with the schools, teachers, and refugee speakers. They were also actively involved in the coordination of the activities and events, and in some cases in the direct implementation in the schools. Their role was key to implementing CHANGE in all the countries, as they were the ones in contact both with the local schools and the coordination team of JRS Europe.

The evaluation notes that the **role and responsibilities of the national coordinator differed considerably depending on the national context**. In some countries such as Italy or Spain with a strong experience in school activities and a consolidated network, the national coordinator ensured the coordination of the meetings with principals and directors, activities, and events, and supported the teachers whenever it was necessary. However, in other country offices such as Belgium and Croatia, the

<sup>13</sup> This positive opinion was also reflected by the final internal evaluation, where all the country partners rated their relationship with JRS Europe coordination as good or excellent.

national coordinator had to spend a significant amount of time creating the network of schools. Eventually, they even had to implement themselves the training activities in the classrooms in Portugal, Malta and quasi-systematically in Hungary. In general, **CHANGE coordinators seemed to play a stronger role when the partner organisation had less experience in this type of project**. The evaluation believes that more preparation of the staff and additional human resources allocated to the project implementation in the countries could have increased the efficiency and limited the work overload.

***The funding allocated to the CHANGE project was sufficient to carry out the planned activities in all the countries.***

At the country level, the financial resources allocated were sufficient to implement the activities and commensurate to the expected outcomes. The partners had enough funding to create the network of schools, do the training activities in the schools, and develop the national events. Even though the number of activities varied between partners, the balance between the activities and the funding was always considered satisfactory and coherent. The evaluation notes that the financial resources were not always used as it was initially planned: **a flexible approach to budget management allowed for the reallocation of funds when necessary**. For instance, JRS Hungary did not meet the expected number of schools and students reached but JRS' staff had to implement the activities in the schools by themselves: they allocated more funding to the implementation in the schools than what was planned. In Belgium, the flexibility of the budget allowed it to allocate more money to the meetings of refugees during the implementation of the project.

However, despite a positive assessment of the budget and its use, the evaluation raises two points of concern regarding budget planning. Firstly, at JRS Europe level- i.e. the coordination level- **the budget was found to be insufficient in relation to the workload involved in managing and coordinating the project**. The numerous coordination, monitoring and support efforts that were required throughout the project were not properly anticipated and integrated into the budget planning. Secondly, **the cost of many activities was reduced due to the pandemic**, as many events and meetings were limited and held online instead of in person. Thus, although the budget allowed for the successful organisation of project activities, it is difficult for the evaluation to assess whether the budget planning was in line with pre-COVID objectives.

***JRS Europe and the country partners adapted to the COVID-19 pandemic and quickly developed remote activities in order to ensure the continuity of the project.***

The COVID-19 pandemic started while the project CHANGE was being launched. However, both **JRS Europe and the country offices adapted rapidly** to this unexpected context, thus ensuring the realisation of the project activities. Indeed, JRS Europe switched the format of the meetings to online in order to keep having discussions with all the country partners. All the offices fully mastered the new online tools very fast and were able to regularly attend the online meetings. Not only the coordination was maintained despite the pandemic, but this new modality allowed for more targeted and efficient meetings, as they were held more frequently (the in-person meetings reuniting all the partners were less frequent because the organisation was more complex). Online meetings are also more in line with JRS Europe's new Environmental Guidelines, by reducing travel. **Therefore, COVID-19 was not a setback in the coordination of the project and it even ended up providing an opportunity for more effective ways of working together.**

As the schools closed, **the activities were also adapted to distance learning**: a series of modifications to the initial pedagogical materials were carried out in order to create a CHANGE online proposal in different languages, including guides to help teachers implement the activities online, adaptation of the student and teacher worksheets and inclusion of additional resources and tools to complement the program online.<sup>14</sup> At the country level, some offices carried out additional efforts to ensure the realisation of the activities: some partners like Alboan or JRS Hungary created a shared folder where all the information had been stored and for teachers to download. Meetings with the teachers to present the project, as well as the encounters with

<sup>14</sup> Mid-term Progress Report, TEACH, 2020.

the refugees, were also organised online via Skype, Zoom or Teams.<sup>15</sup> Finally, the partners found solutions to realise national events despite the context. During the evaluation, different country offices highlighted in particular the success of the European Interschool Kahoots which reunited students from different countries (Malta, Hungary, Spain, Portugal, Belgium). It is therefore possible to say that, despite the obstacle posed by the pandemic, **the project actors were able to appropriate the digital tools and adapt the activities** so that they could continue to raise awareness about migration among students, promote critical thinking and exchange with refugees and forced migrants.

***A monitoring and evaluation system was put in place; however, it could be improved through a more systematic and formal evaluation of the teachers and students in all the countries.***

**Different mechanisms were set by JRS Europe to monitor the project and collect feedback from both the country offices and the beneficiaries of the activities** (teachers, students). The e-meetings mentioned above allowed for regular reporting on each country's activities and specific situation. Two internal evaluations were run during the 3-year period (one Interim and one Final evaluation) with all the national coordinators, providing valuable and more in-depth feedback on the project implementation. JRS Europe coordination also created an Evaluation Form of CHANGE in 9 languages for all partners to send out to teachers, in order to collect feedback from the activities' implementation in schools. A form was sent to Student Ambassadors during the period of the project, and a specific evaluation form was also created to collect feedback from the students and teachers who participated in the European CHANGE event in Brussels. It is to be noted that since the design phase JRS Europe did not plan for all students to complete the evaluations ex-ante and ex-post (they calculated around 10% of the students from the 7 countries implementing CHANGE would do it). Therefore, a wide range of tools were created to support the monitoring and evaluation system of CHANGE.

Even though different resources (evaluation forms) existed to collect quantitative data and written qualitative feedback from beneficiaries, **the country offices did not use them systematically**. The use of the evaluation forms varied greatly between the countries, and was hindered by the **lack of receptiveness and ownership of the beneficiaries towards these tools**. Indeed, getting the teachers and students to fill the questionnaires was regarded as challenging and difficult to achieve by the national coordinators, with often low response rates. This situation can explain why the monitoring of the teacher's implementation of the curriculum and learning resources was often done through informal means, such as exchanges of emails and conversations (in the schools, through meetings or phone calls) with the teachers and the students. These debriefing conversations often happened after the activities, especially after the encounter with the refugee or forced migrant.

The evaluation emphasises the necessity to **strengthen the monitoring and evaluation of the project, especially regarding the implementation of the monitoring tools in the countries**. Additional follow-up efforts could be mobilised by the country project coordinators to ensure that teachers and students systematically filled out the forms. However, in order to be realistic, these additional efforts should be accompanied by an increase of the human resources allocated to the project. At the coordination level, more support and clear guidelines should be provided to the partners, in order for them to clearly identify their feedback obligations. Also, the evaluation raises a point of attention regarding the **biases implied by this unequal participation** of the countries in the monitoring system. The imbalances in the origin of the responses can influence the representativeness of the questionnaire results. This is the case, for example, for the student ambassadors' survey, where 444 out of 510 responses came from Italy, compared to 3 from Belgium and 0 from Ireland and Malta<sup>16</sup>.

***Teachers enjoyed constant support which ensured a seamless implementation of CHANGE training activities in the schools. Individual meetings were often preferred to collective training sessions.***

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<sup>15</sup> Think, Encounter, Act, Change Deliverable 20 (Refugee Speakers List).

<sup>16</sup> Results identified in the Students Ambassadors form, in [«Think, Encounter, Act, Change Deliverable 26 \(Student Ambassador Groups\) »](#)

School teachers were in charge of the implementation of the materials and activities in the schools, and the ones supposed to deliver the six-stage course to the students. To ensure the full appropriation of the methodology, resources and activities by teachers, **detailed guides** were developed for each stage of the CHANGE course. These guides are comprehensive: they provide explanations of the materials, suggestions of activities, examples of questions to ask the students, as well as additional resources that the teacher can mobilise if relevant. However, besides the materials developed for teachers, it appears clearly that **these resources alone were not sufficient in order for them to feel technically capable and confident enough in the implementation of the training**.<sup>17</sup> Teachers expressed the need for additional information, support and advice to carry out the activities in the schools from the country offices. The evaluation team considers their request relevant.

#### Country project coordinators verbatims:



- “Teachers got the resources, but if they had any need of support, they reached out to me”
- “Most of the teachers didn’t feel well trained to teach such a topic: they needed to discuss and exchange with us first”.
- “Teachers wanted us to do the sessions and animate the course, so they might not have felt well equipped to do so”
- “Teachers needed a lot of support; they called me often to get help. [...] Sometimes I had to do awareness-raising work for teachers so they would be aware that some words they use might hurt the speakers during the encounters.”



#### Teacher verbatim:

- “[the country office] helped us a lot. We worked continuously with them, they were here for us and helped us to adapt. [...] When improvement or changes were needed, we implemented them with [the country office].”

Teachers often requested additional support, which was systematically provided in all the countries by the country project coordinator or outreach officer. The evaluation emphasises the efforts of the partners to respond to the teachers’ needs in terms of support and capacity building. The evaluation notes that in order to provide support, a capacity building session with partners was carried at the beginning of the project (SCM, November 2019) by an education expert on how to approach and train teachers.

Support was provided often through email exchanges or phone calls between the teacher and the country office. Some teacher training sessions were also carried out, but not on a constant basis: the most common way of providing support to teachers was through **individual meetings and bilateral communication** between the teacher and the country project coordinator. The evaluation notes that the modalities of support provided to teachers varied between country offices: while some organised training meetings with groups of teachers (Italy, Spain), others mainly provided support and training on an individual basis (Ireland, Portugal, Malta, Hungary, Belgium). The heterogeneity of the support given to the teachers made it possible to adapt the methodological material to the needs of the teachers, nevertheless, a training for the implementation of the CHANGE project is necessary to avoid the multiplicity of support mechanism for the teachers and centralise it to promote the efficiency of the project.

The evaluation also notes that in some countries such as Hungary or Malta, due to the national context, teachers did not always feel confident and comfortable enough to carry out the activities by themselves despite the support provided. In these cases, the implementation of the activities was endorsed by the country offices’ staff.

<sup>17</sup> It is important to mention that this finding has a limitation, as only 2 teachers could be interviewed during the evaluation. Therefore, the evaluation did not have enough access to direct feedback from teachers, and obtained it mainly through interviews with the country offices and documentary analysis.

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## Effectiveness

Overall, the evaluation considers that **the different activities of the CHANGE project have been successfully implemented to meet the expected outcomes**. JRS Europe and the country offices carried out the activities planned in the project design, from the creation of the network of schools to the final European CHANGE event, including the educational activities in the schools and the actions of the student ambassadors.

***A network of schools interested in the CHANGE project was created in all the countries, allowing the activities to be successfully carried out in the classrooms.***

**The CHANGE project partners succeeded in developing a network of schools and teachers**, in order to implement the awareness-raising and education activities in the schools. The evaluation notes that, in all countries, the **outreach officers mobilised considerable effort to create partnerships between the national office and schools**. The size and composition of each country's network was different (Jesuit and non-Jesuit Church schools, public schools, private schools, informal education institutions).

However, the process of creating this network greatly varied between countries. The evaluation underlines that each **partner office succeeded in developing strategies adapted to their own context and capacities**. Some partners (Centro Astalli, Fundacion Alboan) had pre-existing networks of schools that had participated in previous similar projects. They were able to capitalise on these existing resources by contacting these schools as a priority to participate in CHANGE, as they were already in contact with them and knew of their interest in this type of project. Other partners did not yet have a network in place, and had to create from scratch. Facing this challenge, they often relied on the Jesuit network and church schools, but efforts were also made to target other educational institutions such as private and state schools. JRS Portugal tried to reach several public and rural schools, while other partners (Ireland, Malta) also reached for informal education groups and institutions. Finally, the creation of the network was particularly difficult in Hungary due to a general reluctance of the schools to participate in a project involving migration. To overcome this problem, JRS Hungary and JRS Croatia targeted a very wide range of schools and reached them mostly through personal connections. In order to reach out to students who could participate in CHANGE activities, JRS Hungary also contacted university students and JRS Croatia contacted mostly first year university students.

***CHANGE training activities were implemented effectively and timely in the schools, as expected in the project programming. They contributed to raise awareness of the refugees and forced migrants' situation as well as to foster critical thinking.***

Training activities of the project were implemented in all the countries throughout the project period, allowing students of different ages to benefit from CHANGE educational content. The six-stages of the course targeted different subjects, mainly on the situation of refugees and migration through the presentation of facts, normative principles, stories and testimonies. They also aimed to reinforce the students' capacities to critically process information, deal with prejudices, discrimination and hate speech, make well-founded judgements, and take action in favour of refugees and forced migrants. In the schools that implemented the project's courses, students were thus made aware of the issues of migration, the importance of distinguishing facts from opinions and of fighting against stigma and discrimination.

Based on the feedback received from the country offices and the student ambassadors, as well as on the country reports, the evaluation can state that **the course activities led students to reflect and question their initial beliefs, and strengthened their critical thinking skills as well as their knowledge on migration and integration of refugees and forced migrants**. The activities carried out by the CHANGE project through the six stages course were strengthened mainly by the encounters with forced migrants and refugees. Hence, the combination of theoretical courses about migration and the encounter, constitute an effective way to promote critical thinking in young people. This finding was also highlighted in the

evaluation U-CHANGE, which revealed that after completing the course CHANGE, the critical thinking and the perception of the refugee population by students improved.<sup>18</sup>

***Teachers could use a flexible approach, aimed at overcoming implementation obstacles.***

The evaluation found that **few teachers were actually able to implement the 6 stages of the course.** The feasibility of the six stages depended on many factors (the subject taught by the teacher, the time available, the rules of each school...) and teachers expressed their difficulty in implementing all the stages. Both JRS Europe and the country offices considered the most important was to trigger Youth awareness and, when possible, to engage them in concrete actions. They knew from the outset of the project that the six-stage model would not be implemented fully in every context. Consequently, teachers were offered considerable flexibility, allowing them to adapt the material and to select the most relevant stages. They could hence accommodate the activities to the profiles, number of students and their school as well as country context. The country offices offered an array of hands-on solutions to the teachers, adapting to the schools' situation but at the same time making sure that the objectives of CHANGE were preserved. In the Hungarian example, a consensus was reached with the schools: JRS Europe suggested to JRS Hungary to organise two two-hour sessions condensing the key aspects of the course, instead of six sessions. Another interesting practice took place in Belgium, where the national coordinator organised the encounter with the refugee conditional on the completion of a few stages, thus ensuring that a certain amount of knowledge about the situation of refugees and forced migrants was passed on to the students before the encounter. In some cases, the CHANGE course activities weren't implemented during the class hours but teachers and country project coordinators decided to devote days to migration-related issues. **The evaluation highlights this flexible approach to the implementation of the CHANGE educational activities as a good practice and a key element to the success of CHANGE.**



**Country project coordinators verbatims:**

- “We tried to make different proposals to the teachers: with a few schools the whole process was done, for some other schools there was a more specific focus on some activities”
- “If a teacher signed up for CHANGE, the ideal was for him to do the whole project. But then, in order not to discourage and attract more teachers: there was flexibility, they could choose the stages they wanted and do 3 or 4 stages instead of 6).”
- “A lot of room and freedom was given to the teachers, which had already their curriculum, but who could “pick what they wanted” from the activities”
- “I told the teachers to feel free to adapt the materials to ensure that it would make sense for the students”



**Teacher verbatim:**

“The first year we relied on the website and we did some stages, not the six lessons because it was too much. But for the following years, we adapted the materials to create a different didactic unit. It wasn't very difficult. Besides, [the country office] helped us a lot.”

***The encounters allowed the refugee speakers to share their stories and testimonies and to create a space for dialogue with the students.***

Encounters between refugees or forced migrants and students were successfully organised in all countries. **The evaluation received unanimously positive feedback on this activity, which was seen as the key moment of CHANGE.** All country offices managed to mobilise different refugee speakers who agreed to talk to students about their experience, perspective, and life story. These encounters turned out to be spaces where students could have a multicultural dialogue with the speakers and discuss issues that they did not usually have the opportunity to tackle.

<sup>18</sup> Universidad Pontificia Comillas and JRS Europe, *Building a collective intelligence with critical, diverse, and inclusive thinking on refuge and migration*, Understanding Change report. This report highlights that the perception of the students has changed. Nevertheless, some students still perceive refugees as potential future competitors when it comes to employment.

The evaluation notes that the teachers were not reluctant at all to set up these encounters, despite the fact that they are innovative and different from more traditional training activities. On the contrary, they showed great interest and motivation to have their students attend these encounters.



#### Country project coordinators verbatims:

- “Teachers were very excited about the encounters with the refugees, and very aware of the possibility that it gives to students to engage in a conversation, this activity was seen as very positive.”
- “The students really liked the refugee speaker, they were happy that finally a person called a refugee had a name and a story, happy to interact and receive direct answers from them.”
- “The teachers were willing to implement innovative activities and to have the speakers in the classroom”.
- “The highlight of the program was the encounter.”
- “Teachers adapted the program to their needs, and found it useful and powerful, especially the opportunity to meet people.”



#### Student ambassador verbatim:

- “It was very enriching, it gave a real dimension to the theoretical things that we had learned”.
- “I really enjoyed the discussion with the refugees, they were kind and sweet.”

In all countries, partners made efforts to ensure that the meeting would not only be an enriching moment for students, but also an **opportunity for refugees and forced migrants to share their story in a safe and welcoming environment**. Prior to the encounter, the national coordinators had orientation sessions or phone calls with the speakers to help them feel confident, provide support in the preparation of the content and the materials of the presentation, prepare the students’ questions, and sometimes give training on storytelling<sup>19</sup>. Quoting the words of one country project coordinator, “they were a team” with the speaker, discussing what was best for them and helping them share their story in the way they felt more comfortable with. Various country offices also mentioned that preparation work was carried out with the teachers and schools to ensure that the encounter would be conducted respectfully and that the questions asked would be appropriate. After the encounter, debriefing meetings provided the opportunity to the speaker to give feedback and reflect on its experience. In order to value the work of the speakers and their participation in CHANGE activities, an allowance was provided to them for each presentation they made.

The evaluation also highlights that once again, the country offices adopted different strategies in the recruitment and support process of the speakers. In Hungary, the difficult context led to most of the encounters being carried out by one very motivated and appreciated speaker.

In Spain, Fundación Alboan collaborated with another organisation, *Loiolaetxea*, for the recruitment and accompaniment of the refugee speakers. This organisation already carried out work to support refugees in the narrative of their stories. Fundación Alboan decided to collaborate with them as they recognized that they would do a more efficient work and were more qualified to accompany the refugees. **The evaluation highlights such good practice: the country office diagnosed the limits of its capacities and explored the best ways to support the refugees participating in CHANGE.** A similar situation could also be found in Belgium, where JRS Europe collaborated with other organisations to recruit the speakers and organised a storytelling workshop with the ASBL *Tumult vzw*.

***Several actions to raise awareness and provide support to refugees and forced migrants were carried out by students, despite the difficulties faced in the implementation of this activity of the project.***








The evaluation notes that, as part of the CHANGE project, a number of actions were undertaken by young people in their schools and communities to raise awareness of refugee and forced migrant issues. Thus, notably through the Ambassadors programme, students have taken the initiative to act on refugee and

<sup>19</sup> Think, Encounter, Act, Change - Orientation Sessions

migration issues, in different ways and at different scales. **The project, beyond simply transmitting knowledge through lessons and activities in the classroom, has stimulated a dynamic of action among the students.**

The discussions with the different coordinators and with the student ambassadors, as well as the analysis of the progress reports<sup>20</sup>, confirmed that the schools, teachers and students succeeded in taking ownership of the action stage (i.e the 6<sup>th</sup> stage of the CHANGE modality) and have adapted it to their capacities and context. Some Student Ambassadors carried out one action over a long period of time, while others did several shorter activities throughout the school year. Some relevant examples of students' actions in the countries are set out below:

#### Examples of Student Ambassadors actions:

-  **Migrazioak** (Spain). This project led by a group of 13-14 years old students aimed to integrate the issue of migration in the school classes (ethics, technology, English, Basque, Spanish, music, etc.) through different activities. They also organised a human library with migration stories, a talk with an author, and an itinerant exhibition of the materials produced.
-  **Voices to be Heard** (Malta). The project reunited a group of students who volunteered to teach Maltese and English to refugees at the Integra foundation learning centre in Valletta.
-  **Winter Clothing Drive** (Ireland). In response to a increase in the number of persons seeking protection in Ireland in the winter months of 2021, a school coordinated a collection and distribution of clothing to newly arrived persons
-  **Forró drótON / Hot line** (Hungary). After the arrival of Ukrainian refugees to Hungary, students helped JRS Hungary by setting up a hotline for refugees and responding to their needs.
-  **SOS refugees** (Portugal). The group of students developed several activities such as a podcast, collections of donations for Ukrainian and Afghan refugees, awareness talks with other classes, cultural visits, fundraising and a social media page
-  **I.T.A.L.I.A.** (Italy). Students created an Instagram account to help refugees and migrants in Italy, with a guide for refugees, contents in various languages and useful information.
-  **CALAIS PROJECT HW: Verruim je blik, help waar nodig!** (Belgium). Students volunteered during a week in the Calais camp working in different activities. They also did other actions in Belgium to raise awareness and collect clothes and money for organisations working in Calais.

The country offices provided specific support to the schools and students who wanted to carry out actions. Indeed, the student ambassadors interviewed by the evaluation insisted that the country office helped them in the creation and implementation of their action.

Although many actions were carried out, the evaluation notes that **they were the most challenging part of the project implementation**. Some country offices shared their regret that there was not more participation in this stage of the project, judged as the ultimate goal of the CHANGE project. Different factors hindered the engagement of the students at stage six. The most important hindering factor was the **COVID-19 pandemic**, which slowed down or compromised the implementation of actions and events, as schools were closed and contacts were limited. COVID-19 also affected the motivation of students, who were less proactive because of the context. The pandemic induced the rescheduling of most of the actions, that were concentrated at the end of the project. Another hindering factor related to the **availability of teachers** to assist students in their actions. Indeed, creating projects with students required time and energy in addition to their daily workload, which not all teachers were able to provide. Finally, in some of the target countries

<sup>20</sup> Think, Encounter, Act, Change Deliverable 26 (Student Ambassadors Groups), Deliverable 27 (Events Student Ambassadors), Student Ambassadors form.



as Hungary, it was less common for students to develop extra-curricular activities, especially on migration issues, and the action proposed by the CHANGE project was therefore less successful.

Despite the difficulties associated with this stage, the evaluation **does recognise the ability of the students, together with their teachers, to implement a considerable number of actions in favour of refugees and forced migrants in the countries**. The project triggered a wave of solidarity among the sensitised students and inspired them to take action for the migration cause. Even in some of the countries, some of the students who participated in the CHANGE project have taken the decision to engage outside the school and the CHANGE project framework in programs or projects that aims to help forced migrants and refugees.

However, it is important to mention that students could have been involved from the very beginning of the project implementation to become more proactive. It was not necessary to wait until stage 6 of the project to engage students in activities. Although it is important to learn, to have encounters with the refugees and to act, the project coordinators as well as the teachers could have done an initiation to the activities from the beginning in order to better orient the students to the activities and to give them much more to develop their activities. It is also important to emphasise that more preparation with the teachers at the time of the encounter with the refugees, and when planning the activities, would have allowed for more student engagement and an opportunity for them to become proactive.

In order to facilitate and improve the efficiency of the project, a collaboration with other organisations within the country would ease the development of the students' actions. This implies the solicitation of several players who don't interact in normal life, in order to carry out the actions. The final internal evaluation report pointed out the lack of collaboration with other organisations similar or complementary to JRS. Almost all partners rated their ability to collaborate with other organisations as poor or fair. Contrastingly, this internal evaluation report highlighted a good practice developed in Belgium where collaboration between the partner and other NGOs allowed student ambassadors to receive support from other organisations to carry out their actions.<sup>21</sup> The evaluation fully agrees with these findings and finds them relevant. It considers that collaboration with other organisations working in the field of migration and refugee support can facilitate student engagement and reduce the burden for teachers.

***The national and European events provided opportunities to share and exchange experiences, reinforcing and complementing the other project activities***

**The evaluation assesses positively the organisation of national events done by the country partners.** These took different forms, a literary competition in Italy or a "family fun day" reuniting students, their families, and refugees in Ireland. These events increased the reach of CHANGE to the community (especially parents) and to further include refugees, who participated in many of these events. They also gave a different dimension to the project, with moments of interaction outside the classroom or student ambassadors' actions, accessible to all.

Particular attention should be paid to the European Inter-school Kahoots, which were organised on various occasions and reunited students of different countries. These Kahoots sessions were highly appreciated, as they gave the opportunity for students of different countries to meet each other online through a more dynamic activity, especially in the context of the COVID-19 pandemic.

**The final European CHANGE event in Brussels**, which was planned since the beginning of the project, **was conducted and successfully carried out** with student ambassadors and teacher representatives from all the countries. It provided the opportunity to the participants to present and exchange their experiences and learnings, as well as to do some cultural activities (visit of the European institutions and a "refugee route").

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<sup>21</sup> Final Internal Evaluation CHANGE (January 2019 - July 2022).

Partners organised a selection process for the groups of student ambassadors interested in participating in the European CHANGE event. In Belgium, the selection procedure was formalised and documented, with a system for evaluating candidate projects and an evaluation panel. There is no evidence to demonstrate whether such a selection procedure was implemented in all countries, but it notes the Belgian case as an example to follow.

**The feedback obtained from the country project coordinators and student ambassadors was very positive on this final European event**, which was the opportunity for the young people to share their experiences and perspectives, as well as discovering other national contexts. The event was also a way to end the project by thanking the student ambassadors for their efforts and engagement in CHANGE. The student ambassadors considered the activities of the event very enriching, as they were able to learn about migration but more importantly about the other students' culture, traditions and actions. The responses to the European event evaluation reveal that the activities where students shared their experiences, culture and perspectives with one another were the ones better rated and preferred by the students.<sup>22</sup>

Among the few points of improvement of the European CHANGE event, some student ambassadors considered some activities as too long or difficult to follow, such as the "refugee route" or the presentation of the U-Change findings. The evaluation believes that some of the activities were more suitable for older students, and may not have taken into account the age diversity of the student ambassadors (from 13 to 19 years old). They also indicated that some of the activities weren't as dynamic as they wanted them to be. Another aspect highlighted by a student ambassador was that **the event was very much focused on the students' actions. In his opinion, it should have been more focused on refugees and migrants**, and they should have been given more visibility in the event.

## Impact

***To a certain extent, CHANGE contributed to challenge students' perceptions regarding the situation of refugees and forced migrants.***

Based on the information gathered in the literature review and the interviews with the national coordinators and student ambassadors, the evaluation argues that the CHANGE project has had, to a certain extent, a positive impact on the direct beneficiaries. Indeed, after the project's activities, some changes in students' speech and reactions reveal that their perceptions were affected by CHANGE. It was reported in the interviews that the students questioned their beliefs and perceptions and were able to better understand the complexity of the migration issue.

**These changes of perceptions were particularly visible following the encounter, which was considered as the most impactful moment by all partners.** The rationale underpinning this observation is that most young students had never interacted directly with a refugee or forced migrant, and had opinions and preconceptions based on what they heard in the media or at home. The encounter with a refugee allowed the students to be directly confronted with people telling their story, to put a face on a reality that may seem distant and abstract to them. The feedback obtained by the evaluation concurs that for many students the encounter brought a new perspective, challenged certain prejudices, stereotypes and opinions, and they felt more empathy towards refugees.

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<sup>22</sup> Evaluation of EU CHANGE EVENT - Students and Teachers.

**Country project coordinators verbatims:**

- “The children became aware of how lucky they are and understood that they had to be nice to the people next to them. One teacher said to me: “I am glad that you are here because the only refugees the students know are their waitresses”.
- “At the end of the encounter, some students shared comments to the refugees, saying “sorry we are mean, sorry we said these things, thank you for sharing your experience”.

**Student ambassadors verbatims:**

- “What I appreciated the most were the encounters with the migrants, it is not the same that an external person tells you some facts as someone who experienced it first-hand tells you. I could internalise the reality and that was the most impactful for me.”
- “The encounter removed some of my prejudices. When they tell you about it and you see it, you realise that [the refugee situation] is really difficult.”
- [The encounter] “definitely changed my opinion. When you learn to know them, you realise they are kind, they are people like everyone else”.
- “What had the greatest impact on people's minds was the encounter, it was the thing that could change them.”

The evaluation also notes some cases where students' perceptions or attitudes have not necessarily changed (see interview verbatims below). However, it is certain that their opinions were confronted with the facts and testimonies transmitted by the project, allowing for a greater awareness and understanding of the migration issue.

**Country project coordinator verbatim:**

- “It did not always change their attitudes, but the students had a moment to stop, they could pause their conceptions and attitudes, CHANGE happened and when they finished the activities they said, “now I see how complicated this question is”.

**Student ambassador verbatim:**

- “I think that the beliefs of my classmates were not always altered, but at least they were made aware of a certain number of facts about the [refugees and forced migrants] situation. One of my classmates asked: “Is there a chance we get sick?””

It is difficult to say whether these changes in perceptions after CHANGE activities are sustained over time. While a small proportion of the students sensitised became student ambassadors, the rest did not necessarily have further contact with CHANGE. **The evaluation cannot assess whether the perceptions and attitudes of the students about migrants changed in a sustainable way.** As pointed out by one of the country project coordinators, it is necessary to carry out continuous and long-term work to have a strong and sustainable impact, as otherwise students return to their environment and the progress made can be lost.

***The CHANGE project inspired students to engage in a number of concrete actions on behalf of forced migrants and refugees.***

The CHANGE project succeeded in creating a strong commitment among many young people to not only change their perceptions and attitudes towards refugees and forced migrants but also **to take action to raise awareness in their communities and improve the inclusion of these groups.** The evaluation notes that the student ambassadors often had already positive beliefs and opinions about migration; CHANGE strengthened their commitment and perception about migration.

For the students, this opportunity to engage in the cause of migration had a very strong impact and was an experience that left a deep mark on them. One student ambassador said in an interview: **“it changed my life”**. This shows that the project had a positive impact on the students by enabling them with tools and

knowledge to have critical thinking and fight against all the stereotypes and misinformation that may be present in their environments.

The CHANGE project enabled young people to engage in societal issues, thus allowing them not only to feel that they are part of a society but of a much larger community, in which the diversity of people is accepted and in which they contribute to create a better future for themselves and for the refugees and forced migrants. Being engaged at that young age allowed them to not be spectators, but become actors of change, showing that youth can engage in current issues and bring human solutions to the actual migration situation.

***The impact of CHANGE on the situation and integration of refugees and forced migrants remains limited and indirect***

While the evaluation recognises that students were the intended beneficiaries of the programme, it also considered whether CHANGE had a positive impact on refugees and forced migrants. **It was found that the impact of CHANGE on this group was limited, indirect and difficult to assess.**

Indeed, CHANGE's activities were mainly oriented towards students. The encounter was the only activity that systematically included refugee speakers, but it was not primarily aimed at including them, but rather at raising awareness among students through testimonies. However, it appears to have had **some positive impact on refugee speakers, as it allowed them to benefit from preparation and coaching, to obtain a stipend for their work, and sometimes to trigger connections with students and teachers.** Student ambassadors' actions were sometimes aimed at further interacting with refugees and forced migrants, such as language courses or activity and play days organised with refugees and forced migrants. This was also the case for some national events that contributed to the integration of refugees (e.g., gastronomic sessions in Portugal, Family Fun Day in Ireland). However, most of the student ambassadors' actions and national events were focused on raising awareness in the school and community, not having a direct impact on refugees. The evaluation cannot therefore state that the actions implemented within CHANGE had a systematic positive impact on refugees. **While there may have been a positive impact in some cases, it was indirect and limited in scope, often focusing on the refugee speakers.**

Ultimately, the project assumes that by changing the perceptions and attitudes of young people, CHANGE will also achieve **a positive impact on the integration of migrants in the long-term**, especially the integration of young students with an immigrant background in the classroom. **However, as earlier pointed out, the evaluation lacks enough information to assess this type of impact at this stage.** It is very difficult to measure the impact right after the completion of the CHANGE project.

Although its main aim is to raise awareness among students, if the project CHANGE wishes to have a more direct impact on the integration of refugees and forced migrants, it should involve them to a greater extent, especially as direct beneficiaries of certain activities. Further inclusion of refugees in CHANGE could be achieved by having more moments of exchange between students and refugees and forced migrants, as well as other activities involving them beyond the encounter.

## **Sustainability**

***The CHANGE project content is replicable in schools beyond the end of the project. But its implementation might entail some difficulties if done without the help of a partner structure.***

**The features of CHANGE contribute to making it replicable after the end of the project period.** Indeed, the pedagogical material necessary to implement the six stages in schools is available to all on the [jrschange.org](http://jrschange.org) website. All the resources (student worksheets, teacher guides, multimedia content) are online, thus allowing their use by interested teachers after the end of the project. Schools that have already done the CHANGE project in previous years can also continue the training activities in the classrooms and teachers who have already participated in the project can teach new students, as the work of adapting the resources to the school curricula was already done. The work done by JRS Europe and its partners of

creating resources will not only benefit the schools that have participated in the project during its three-year duration but can continue to be used in the years to come by teachers from different countries. **Through open resources, JRS Europe provides an opportunity to build-up and sustain the awareness-raising work.**



**Teacher verbatim:**

“Yes, of course we will continue CHANGE training activities. We are not going to change the pedagogical unit that we created, we adapted [CHANGE materials] to our pedagogical model and we will keep transmitting it to the new teachers”

Nevertheless, the **replicability of CHANGE teaching materials and activities requires the guidance of a national partner structure**. Indeed, teachers strived in implementing the project activities due to **insufficient** guidance, preventing full ownership of the activities; additional support by the country offices was often required. Tapping into the CHANGE resources autonomously remains a challenge for many teachers. Another issue might arise in relation to the encounter with the refugee or forced migrant, which is pointed as a major ground-breaking initiative of the CHANGE project. Identifying a speaker remains hardly possible for a school, especially if they cannot collaborate with an NGO or association defending with refugees. This might act as a deterrent for teachers or schools.

***There is a strong willingness to continue CHANGE activities within the partner countries, despite the absence of a strategy by JRS Europe to continue coordinating the project.***

At the European level, **there is no defined strategy by JRS Europe to continue the project CHANGE**. After having coordinated the country partners for 3 years, it seems that JRS Europe will not continue the coordination of CHANGE as such. JRS Europe does not have strategies in place at this time to seek further funding to continue with the project. It is therefore very likely that the European dimension of the project will not be perpetuated even if the evaluation remarks that it was one of its main added values. The evaluation notes, however, that JRS Europe has just started a new project "CHANGE Environment", which follows the same methodology as CHANGE (with a 4-stage course) and links migration and climate change issues. Therefore, some of the activities and issues tackled in CHANGE might continue to be implemented in schools through this new project. However, the evaluation does not have enough information about CHANGE Environment and the countries participating in it to assess whether it will be a real continuation of the project CHANGE.

However, the evaluation notes an overall **strong willingness of the partners to continue to implement raising-awareness activities in schools**. The country partners want to **build on the momentum created by CHANGE**; several partners mentioned in the interviews that they had been contacted by teachers wanting to repeat the project this year. Also, they want to capitalise on the resources created by the project as well as on the network of schools built under Work Package 3. The existence of national school databases with the contacts of schools and teachers who participated is also a significant asset which facilitates the implementation of CHANGE or other raising-awareness projects in the countries.

Therefore, **even though there is no common strategy for the continuation of CHANGE, it seems that nearly all the country partners will continue to implement the project activities in one way or another**. Different approaches are adopted, depending on the national context and the capacities of the partner structure.

- In Belgium, it will continue to be implemented as such by JRS Belgium, which collaborated with JRS Europe during the 2021-2022 school year and took over the project in September 2022, building on the existing network of schools.
- Centro Astalli, which has a long tradition of awareness-raising actions in the schools, will continue to carry out these activities through its project *Finestre*.
- JRS Hungary embedded CHANGE activities into the general services of the organisation and plans to continue performing them in the schools in the upcoming years.

- Fundación Alboan is continuing to offer CHANGE as part of their education proposal and will continue to implement it even though they do not benefit from the funding anymore.
- JRS Ireland is willing to continue some of the activities of CHANGE and also wishes to replicate some of the actions carried out by students such as the winter clothing drive.
- Other country offices such as JRS Portugal or Malta are not able to continue because of the lack of resources but are continuing to share the materials and encouraging teachers to implement them on their own, while they look for new fundings.

***Student ambassadors are willing to continue their engagement in favour of refugees and forced migrants. However, there is no defined strategy for them to continue their actions after the end of the project CHANGE.***

***Amongst the student ambassadors met by the evaluation,*** several expressed a **willingness to continue their engagement after the end of the CHANGE programme.** When asked about the continuation of their actions, many answered positively, expressing their desire to do other actions or participate in other projects for the cause of refugees and forced migrants. As the number of student ambassadors interviewed by the evaluation was not representative (due to time constraints), the evaluation cannot draw conclusions that are generalizable to all student ambassadors. However, it would appear that CHANGE has succeeded in having a long-term impact for some students, whose commitment extends beyond the end of the project.

#### Student ambassadors verbatim:



- “Some of us will definitely continue with actions in favour of refugees and forced migrants”.
- “If there is another project like CHANGE, I hope [our school] will participate in it”
- “I try to help [the country office] whenever I can”

However, regarding the possibilities offered to student ambassadors to take action in favour of refugees and forced migrants, it seems that these stopped at the end of the project. There is no real strategy defined by the country project coordination or the country offices for these students to continue their engagement for the integration of refugees and forced migrants. **The evaluation believes that offering concrete opportunities for engagement after the CHANGE project would increase the long-term impact of the project.** Those young people who are already aware and motivated to act in favour of refugees and forced migrants could engage in other JRS projects or activities as volunteers. On the contrary, the lack of a clear and specific route for further engagement after being a student ambassador may discourage them from continuing to engage themselves.

This issue was raised in the interviews carried out with **student ambassadors:**



- “JRS didn’t give us a concrete way to continue our engagement. I have tried to send emails to JRS Europe to continue to collaborate with them, but I didn’t get any answer. They should help us Student Ambassadors to continue to be involved.”

Therefore, and with a view to future projects (notably the CHANGE Environment project), the evaluation highlights the importance of valuing the motivation of student ambassadors and offering them concrete ways to continue their involvement if they wish to do so.

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# Recommendations

## *Operational recommendations*

### **1. Favour a better inclusion of the beneficiaries in the project design.**

As shown by the evaluation, the inclusion of the beneficiaries of the project, namely teachers and students, in the design of the materials and activities is fundamental in order to make the pedagogical materials and the project more adaptable and accessible to the target audience and their needs. The teachers in every country should be consulted systematically through meetings or by a survey to revise the project and make sure that it is suitable to their way of functioning. It would also be ideal to test the lessons and activities in a few classes before the project is officially launched and extended to all countries. Having a “pilot” phase would allow problems to be identified, such as the length of each lesson or the receptivity or reluctance of students to certain activities. Thus, the coordination could modify and adapt the project design in response to these problems.

### **2. Implement a reporting and monitoring system more systematically to improve the coordination of the project.**

To improve the effectiveness of the project, the evaluation suggests improving the reporting and monitoring system by holding more regular meetings with country project coordinators and the school outreach officer. Learning from the Covid-19 pandemic, these meetings should be implemented online to facilitate exchanges. During the regular meetings, a part should be dedicated to providing support to the country offices with implementation of the reporting. In addition to the meetings, country offices should make greater use of the different monitoring and reporting tools available, including the evaluation forms for teachers and students. Obtaining more systematic and formal feedback from beneficiaries could be achieved through stronger follow-up efforts, clear feedback obligations and targets from JRS Europe. The design of the evaluation forms could also be reviewed in consultation with teachers, so that they are as easy to fill in as possible and do not imply an additional workload.

### **3. Training the coordinators and recruiting more human resources could favour the efficiency of the project.**

The national coordinators could benefit from a capacity building process in order to be prepared for the tasks required, in particular to be trained on the educational system of the country and its contextual challenges to facilitate the outreach process. They should also be trained in the implementation of the pedagogical material. As shown by the evaluation, many of the country project coordinators develop by themselves the six stages course and other activities of the CHANGE project. Therefore, for the countries where the workload is more significant and when they don't have an external support of another organisation, recruiting more agents would be relevant to ensure that the project can be implemented efficiently. Having more human resources would also permit distinguishing the role of the country project coordinator and the school outreach officer, which now are both ambiguous.

### **4. Implement a training for the teachers to favour the adaptability of the pedagogical material.**

Favouring online group training sessions over individual meetings for teachers appears to be a way to gain efficiency for future projects. This would allow the coordinator to save time and would create opportunities for sharing good practice and lessons learned, mutualizing experience, and creating networks among teachers. It would also ensure that all teachers (whether they reached out for support or not) are fully prepared to deliver the course and to organise the encounter with the refugee. Therefore, the use of collective training sessions to provide support to teachers should be privileged, as a way to give information and answers to several teachers at once and foster collaboration and knowledge-sharing between teachers. Furthermore, the evaluation notes that JRS Europe is already training teachers to be better

equipped to tackle critical thinking skills within its project U-CHANGE. It would be relevant to capitalise on these efforts, involving teachers trained by U-CHANGE in future projects implemented in schools.

## **Strategic recommendations**

### **5. Continue to have a flexible and adaptable approach to ensure a coherent and effective implementation in each country.**

The evaluation believes that the ability of CHANGE to be flexible in order to ensure a good implementation in all the countries of the project is an essential feature for the success of the activities. Not following a rigid approach and giving partners the opportunity to adapt the project to national or even local realities has allowed the project to be successfully implemented in each country. Furthermore, this feature should continue to be accompanied by frequent communication between the coordinator and the countries at bilateral and multilateral level, in order to guide this adaptation while preserving a common framework. Therefore, this flexibility needs to be preserved and even integrated more explicitly into the project design, while keeping common overall objectives in order to preserve global coherence.

### **6. Reinforce the collaboration and synergies with other organisations within the countries to facilitate the implementation of activities.**

For future projects, the evaluation considers that collaboration with other organisations could facilitate the implementation of CHANGE activities. The complexity of the migration issues requires the involvement of multiple actors and players, in order to carry out the project correctly. Learning from the Belgian and Spanish experience, having other organisations to collaborate with is fundamental to implement efficiently and effectively all the activities planned. The collaboration with several organisations promoted and facilitated the process of reaching out to different schools. Working with other organisations can also facilitate the organisation of the encounters with refugees and the student ambassadors' actions, thus relieving a part of the workload of the teachers and the country office.

On the other hand, another lesson learned by the program is the implementation of the pedagogical material or part of it, in the official school curriculum as implemented in Belgium. The national project coordinator, with a close collaboration with some schools, could advocate for the implementation in the official curriculum of some of the materials developed by CHANGE in order to make the project more sustainable over time. This close collaboration with schools or even with national or regional institutions could lead to the implementation of CHANGE outside the JRS framework and to ensure that the project could continue in different contexts.

### **7. Integrate forced migrants and refugees further into CHANGE activities for future projects.**

The main objective of the CHANGE project was to raise awareness among the European youth about the refugees and forced migrants situation. However, the evaluation found that the role of forced migrants was secondary in the project implementation, and its participation could be increased in all the phases of the project. The participation of forced migrants and refugees could be implemented from the conception of the project, taking into account their experiences and thinking as a team about the most appropriate way in which their encounter can be implemented. Moreover, taking into account that one of the main added values of the project was the encounter with the refugees and the forced migrants, these encounters could be multiplied in different phases of the project. Through this transformation, the encounter would not only be a way to get to know the refugees' reality and situation, but also will encourage a human approach through a constant interaction between the students and refugees. Further integration of the refugees and forced migrants to the project could not only have a bigger impact on raising awareness, but also to a certain extent on the lives of those refugees participating in the project.

In addition, to further engage the refugees and forced migrants in the project, the teachers and the project coordinators should involve the refugees in the student ambassadors projects. Involving the refugees in this phase of the project, not only will create and strengthen meaningful relationships between the students



and the refugees, but it will also enable refugees to become actors of change. More frequent interactions of students and refugees - when possible and with all the warranties foreseen in the interaction with minors and vulnerable people - could enhance the impacts already seen.

**8. Provide opportunities for extracurricular activities to allow interested students to continue with their actions.**

For future projects, the evaluation considers that a clear strategy and roadmap should be set to allow the students carrying out actions in favour of refugees and forced migrants to continue their actions after the end of the project. The end of CHANGE should not necessarily mean the end of the engagement of students, and the country project coordinators should propose ways for them to continue if they are motivated. To do so, the country offices should think about ways to “absorb” these motivated young people into the ecosystem of activities of JRS Europe or partner offices, such as internships or participation in other projects.

In order to allow the students to be engaged in some actions and activities after the CHANGE project end, JRS with its partners could elaborate every year campaigns (adapted to the student ages) to explain all the activities carried out, with a phone number and an e-mail address, where the students can contact in order to facilitate the first contact. JRS could also plan days/stands, when they go to different schools explaining the different projects and activities they carry out and explain to the students the activities they can enrol in.

**9. Support the adaptation process of the pedagogical material.**

In order to make the CHANGE action sustainable, we believe it is important to share the experiences of the teachers who have adapted the pedagogical materials. To do this, we suggest to include the experiences of several teachers and of the activities carried out by the student ambassadors in the CHANGE website. This would allow future teachers who want to apply the pedagogical material of the CHANGE project to have an idea of how to adapt it and the multiple possibilities to develop it. Furthermore, it would be interesting to create a blog section that allows teachers to interact online about the implementation and adaptation of the pedagogical material and a section for the students around Europe to interact online about their projects and its implementation. Having an online platform to share ideas, primarily for teachers, would allow them not only to mutualise their actions but to debate and interact with other teachers about the best way to engage students in the cause.

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# Conclusion

**The evaluation states that the CHANGE project overall implemented most of the planned activities and to some extent the program had a positive impact on the target audience.** The CHANGE project, built on the good practices of other projects carried out by JRS, designed a relevant and coherent project.

The evaluation of the project CHANGE identified a series of key elements, practices and lessons learned. These lessons learned need to be considered when analysing the efficiency, effectiveness, impact, and durability of the project, and can provide some useful insights to be considered for future projects.

Based on previous findings of studies and experiences of JRS Europe, **they concluded that the activities in schools were the most likely to have an impact on the perception that European societies have of migrants.** Therefore, the creation of the project JRS started by the lessons learned from previous evaluations. Moreover, the evaluation highlights the strong participatory approach used by JRS, that helped to design and develop a project relevant to increase the awareness about refugees and forced migrants' situation.

Another good practice of the project was that **the teachers weren't left alone during the implementation of the CHANGE project in the schools.** The staff of CHANGE provided support to the teachers implementing the project, creating specific materials and guidelines for them as well as helping them to adapt the materials to their specific situation. The country offices communicated frequently with the teachers and provided answers and advice to their difficulties, sometimes even taking over the implementation of the activities in schools. However, the support provided to teachers could still gain in efficiency, by preferring collective training sessions over individual meetings.

The **flexible but structured approach** adopted by the project was a condition to its satisfactory implementation in the countries. The pedagogical materials and the way that the country offices presented them to the teachers allowed the teachers to have a certain level of freedom to adapt them. Even though the project was not carried out in the same way in all the schools, this flexibility allowed the activities to be implemented in different contexts and to different needs and capacities of the schools.

In addition to its flexibility, **the pedagogical material, as it is conceived, provides tools and methods for teachers to bring a change of mindset in young people.** The six stages provided by the CHANGE project allowed the youth to understand the situation, confront their own beliefs through facts and with the encounters with refugees and forced migrants. These six stages also encouraged the students to take action to provide help to the refugees and forced migrants.

Another important aspect of the project was the **European dimension.** This regional approach allowed the students to comprehend the complexity of the refugees and forced migrants' situations in Europe. This approach and primarily the European CHANGE event in Brussels, allowed the students to get in touch with other students in the region, to share their experiences and thoughts, and finally it enhances European and global citizenship among the youth.

The evaluation considers that the pedagogical material implemented in the CHANGE project was **innovative and attracted the enthusiasm of teachers to develop a new methodology in the classroom.** The teachers - in most of the countries – were satisfied with the implementation of the CHANGE project because it was complementary with the theory taught at school and it had a practical approach with the sixth stage. This practical part of the project allowed a significant number of students to be enrolled in projects in which the objective was to help forced migrants and refugees. The program allowed them at an early age to be engaged in major societal issues. In many cases, the students who participated in the student ambassadors' program have fond memories of the actions they carried out. In most cases, it is apparent that the students want to continue to be involved in some way in actions that seek to help refugees.

It's important to note that in some countries where the project was carried out, the country project coordinators tried to create a **diverse network of schools**. They tried to work with non-Jesuit schools in order to reach a wide audience. Although this action was not implemented in all countries due to different contexts, the evaluation notes that in order to reach more students, a diverse network building effort is essential.

The evaluation highlights **the frequent communication between JRS EU and country partners during the whole period of the project**. This constant communication appeared as an essential practice which allowed for the good implementation of the project and to overcome the contextual difficulties. This communication has made it possible to gain in efficiency, but also to create a dynamic of knowledge sharing and experience mutualisation. Nevertheless, this communication should contribute more actively to the implementation of the monitoring and evaluation system, for instance through more frequent meetings when needed. The evaluation remarks that even though mechanisms and tools were created and put in place, their use was not systematic.

As mentioned in the analysis of this evaluation, the CHANGE project is important because it attempts to **change the mindset and attitudes of young people in order to foster a society that is more tolerant to diversity**. The CHANGE project, within the schools, succeeded, as far as possible, in sensitising several young people to the situation of refugees and forced and allowed them to be engaged in different actions. Taking this into account, the CHANGE project created a viable way to sensitise young people, but to reach the final objective, there is still a long way to run.

For the future, the CHANGE project or other projects carried out by JRS Europe should take into consideration the **further participation of the refugees and forced migrants in the project**. As mentioned, among all the activities, the encounter was highlighted as the key moment of CHANGE. In order to benefit more from the impacts produced by the encounter, it is fundamental to engage to a greater extent the forced migrants and refugees, for them and the students to benefit from this type of project. Moreover, analysing the impact of the project through another project (U-CHANGE) is a good practice which should be kept for future projects.

Despite dramatic constraints such as the pandemic and the rise of extremism and racism across Europe, the **project CHANGE was developed successfully**. Most activities were carried out successfully, but the level of implementation varied within countries. The country project coordinators knew how to deal with all these problems and overcome them in order to ensure that the European youth was sensitised to the refugees and migrant situations.

# Annexes

## *Annex 1: Documents provided by JRS for the evaluation*

BE Final Technical Report - July 22

Final Narrative Report - Centro Astalli - JRS Italy

Final Narrative Report - JRS PT

Final Narrative Report - JRS IE

Final Narrative Report - Template for partners

Final Narrative Report - HU

Final deliverables submitted in August 2022 to the donor

- D1 TEACH Minutes meetings
- D6 TEACH Final Internal Evaluation
- D15 TEACH Project Promotion
- D17 TEACH Website Resources
- D20 TEACH Refugees Speakers List
- D21 TEACH Refugee Speakers Presentation
- D22 TEACH Communication Materials
- D23 TEACH Videos
- D24 TEACH National Events
- D25 TEACH European Event JRSE
- D26 TEACH Student Ambassadors Groups
- D27 TEACH Events Student Ambassadors
- Indicators database : teachers registration, after december 2021 (ALL, ES, EU, FR, HR, HU, IT, NL, PT)

Final Internal Evaluation CHANGE (September 2020 - June 2022)

Deliverables submitted mid-project:

- Branding
- Curriculum guide
- Interim Internal Evaluation
- Interim Progress Report

- Network meeting
- Orientation sessions
- Pedagogical material
- Project information material
- School database
- Social media strategy
- Training meetings with teachers

CHANGE certificates for students

CHANGE Activities per Age Group - Teacher Feedback included - JRS Europe

CHANGE Guidelines on Refugee Participation and Support

Final Evaluation Student Ambassador Actions - BE 2022

Student Ambassador Evaluation - Panel Member 1 - Tamar

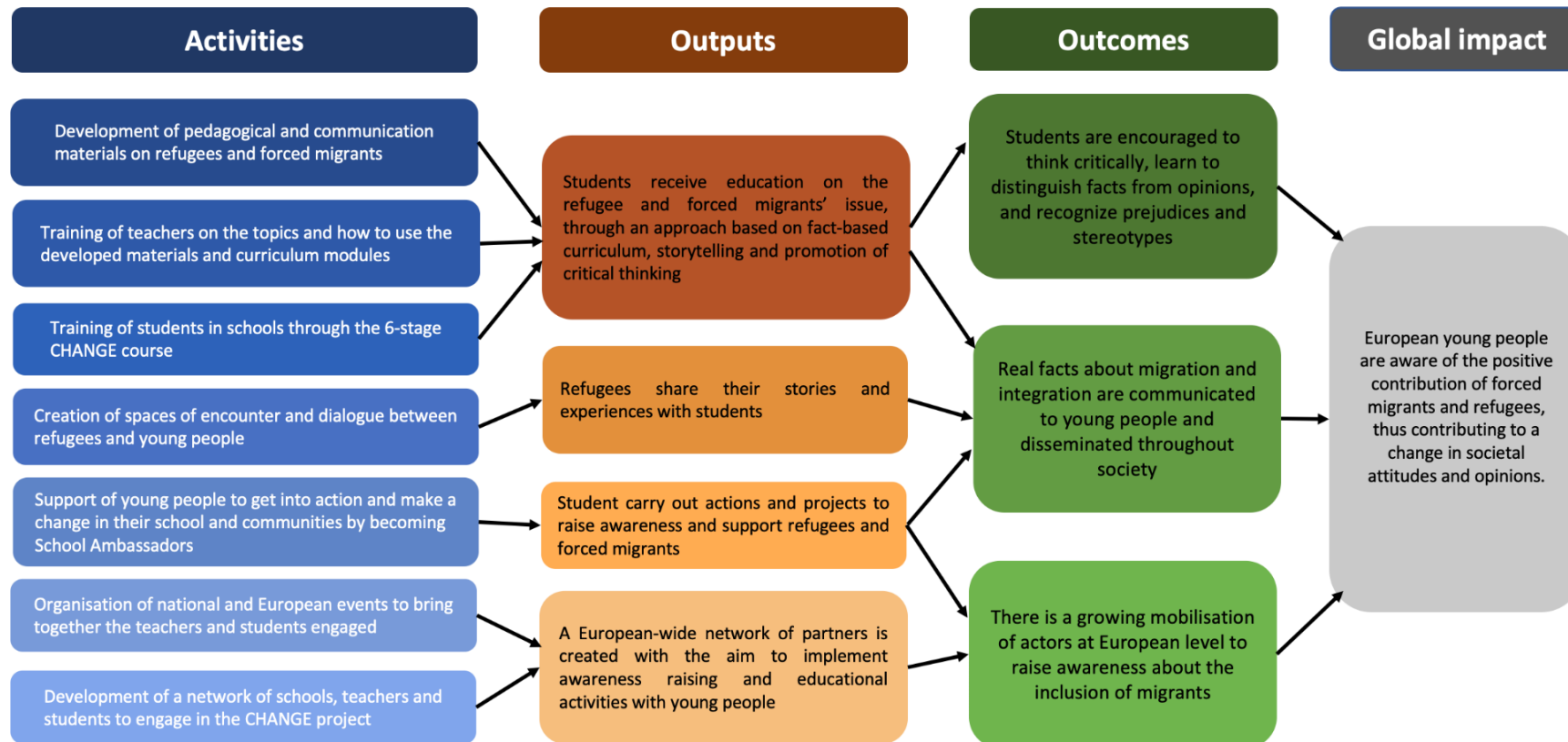
Student Ambassador Evaluation - Panel Member 2 - Kinda Khazaal

Student Ambassador Evaluation - Panel Member 3 - Anouk Severin

Survey Evaluation of EU CHANGE EVENT - Student and Teachers

U-CHANGE Report

## Annex 2 : Theory of Change



### Annex 3: Evaluation matrix

This evaluation matrix has been created based on the six **OECD-DAC evaluation criteria** : **(1) relevance, (2) coherence, (3) effectiveness, (4) efficiency, (5) impact and (6) sustainability**. To frame the data collection and to serve as a normative reference for the main findings, lessons and recommendations, the following evaluation matrix is used in interview questionnaire design and the analysis of the collected data. For each of the major criteria identified, the team of evaluators has added evaluative questions, specific assessment criteria for each question, and sources that will provide the information to answer the assessment criteria.

Evaluative question	Assessment criteria
<b>Relevance</b>	
QE1: To what extent does the programme fit into the countries' school curriculum?	<ol style="list-style-type: none"> <li>1. Analyses were carried out to develop resources and pedagogical material for all the countries where the project was implemented.</li> <li>2. Schools and teachers have the support of JRS for the implementation of resources and pedagogical materials in the target schools.</li> </ol>
QE2: To what extent did the partner states consider the specificities of migrants in the European region when designing the project?	<ol style="list-style-type: none"> <li>3. The project design and strategy took into account the problems faced by refugees in Europe through previous studies and analyses.</li> <li>4. Consultations with the European Stakeholder Taskforce enabled a reflective approach to the project, to take into account the problems of refugees and forced migrants and to adapt them to the schools' educational programmes.</li> </ol>
<b>Coherence</b>	
QE3: Is the program in line with other national strategies and/or initiatives in relation to raising awareness for issues faced by forced migrants and refugees? What is the added value of the project with regard to these initiatives?	<ol style="list-style-type: none"> <li>5. The CHANGE projects developed in each country took into consideration the regional and/or national policies about refugees and forced migrants in order to reduce the stigma and stereotypes towards them.</li> <li>6. The added value of the CHANGE project is its innovative methodology to fight against the stigma and stereotypes of refugees through an approach that integrates education.</li> <li>7. The project framework integrating a dialogue between teachers, students and refugees allows to raise awareness regarding the forced migrants and refugees.</li> </ol>
<b>Efficiency</b>	
QE5: Do the governance and internal organisation of JRS at the European level	<ol style="list-style-type: none"> <li>8. The management and coordination of the JRS program through regular meetings has allowed the project to revise and adapt the pedagogical materials</li> </ol>

<p>and its mode of intervention contribute to improving the quality of the actions implemented and to achieving the planned objectives?</p>	<p>and the activities to improve its efficiency and effectiveness.</p> <p>9. Management and regular meetings have strengthened coordination between the JRS headquarters and the 8 countries to ensure optimal implementation of the activities.</p>
<p>QE6: Do the governance and internal organisation of JRS partners in each country and their mode of intervention contribute to improving the quality of the actions implemented and to achieving the planned objectives?</p>	<p>10. The country governance of the project ensured by the CHANGE project manager and the outreach officer allows the implementation of the several activities in the schools.</p> <p>11. The country JRS staff and the JRS partners' organisations have the sufficient capacities to develop all the activities effectively.</p>
<p>QE7: Was the funding established commensurate with the program's needs and objectives?</p>	<p>12. The funding was commensurate to develop in each country the methodological and pedagogical resources to realise the modules in order to raise awareness within the European youth.</p> <p>13. The funding was commensurate to develop the national events and at the European level, to raise awareness about the refugee and forced migrants situation in Europe.</p>
<p>QE8: To what extent do the functions of the CHANGE project coordinator and the outreach officer enable the effective implementation of the program? Are these modalities efficient in every country ?</p>	<p>14. The CHANGE country project coordinator and the outreach officer were fundamental to ensure the communication and effective implementation of the project in the schools.</p> <p>15. The communication between the schools and the CHANGE project were facilitated by the outreach officer.</p> <p>16. Although the modalities were different in every country, the CHANGE project staff was able to successfully overcome the challenges presented.</p>
<p>QE9: How the Covid-19 pandemic affected the implementation of the CHANGE project ?</p>	<p>17. The JRS team was able to meet the challenges arising from the Covid-19 pandemic and had the necessary resources to develop remote activities.</p>
<p><b>Effectiveness</b></p>	
<p>QE10: How was the program implemented in the partner countries? Were the schools able to implement the methodology created by JRS?</p>	<p>18. The tight communication between the JRS teams and the schools allowed the project to be implemented in each country.</p> <p>19. The six stages of the modules created by JRS were applied in the schools targeted by the project, thanks to the support and investment of teachers and the JRS in-country team.</p> <p>20. The teachers and students' investment in the CHANGE project contributed to the effective implementation of the project in schools and allowed to raise awareness in their communities.</p>



<p>QE11: To what extent has the program achieved its objectives?</p> <ul style="list-style-type: none"> <li>➤ To what extent the project enables the youth to acquire critical thinking through the six stages of the CHANGE course ?</li> <li>➤ To what extent the project enables the European youth to take action to raise awareness in migrant's issues ?</li> <li>➤ To what extent the project builds a network of partners and schools to raise awareness about the migrant's issues?</li> <li>➤ To what extent did the project create opportunities of encounters and dialogue between refugees and students?</li> </ul>	<p>21. After the six stages of the modules developed by JRS and the encounter between refugees and students, the youth are more aware about the refugee and forced migrants situation</p> <p>22. During the modules and events the youth have developed critical thinking and they can distinguish the facts from opinions about the place of the refugees and forced migrants in European societies.</p> <p>23. After the awareness sessions and the modules developed by JRS, the European youth are encouraged and able to take action in their schools and communities to raise awareness in migrants and refugees issues.</p> <p>24. The project allowed the refugees and forced migrants to have a safe space/environment to share their stories and to encounter young people which promotes a multi-diverse/ multicultural dialogue.</p>
<p>QE12: To what extent has the methodology applied by the JSR in the countries allowed the sensitization of young people regarding the place of migrants in society?</p>	<p>25. Through fact-based curriculum, storytelling and the promotion of critical thinking, the European youth are aware abouts the reality of the refugees and forced migrants' issues and are able to fight against stigma and stereotypes towards them.</p> <p>26. The European youth, after following the modules and events programmed by JRS, are engaged to raise awareness in their communities about the refugee situation in Europe and around the globe.</p>
<p><b>Impact</b></p>	
<p>QE13: To what extent project implementation allowed the European youth to appropriate the migrants' challenges in Europe and take action to raise awareness about it ?</p>	<p>27. The students are aware of the stigma and stereotypes that the refugees and forced migrants face, and they take action through various and different projects developed by themselves.</p> <p>28. The student ambassadors are highly engaged to raise awareness about the situation and place of refugees and forced migrants in European societies.</p>
<p>QE14: To what extent the project contributes to changing societal behaviours and opinions towards refugees and forced migrants?</p>	<p>29. The CHANGE project has an impact in European societies. By engaging youth in raising awareness of the problems faced by refugees, it also encourages a change in the community's perceptions of refugees and forced migrants.</p> <p>30. Through the CHANGE project, teachers and students' perceptions about refugees and forced migrants change, thus enabling them to act in their everyday behaviour for the integration of refugees and forced migrants into society.</p>

Sustainability	
<p>QE15: How can the project ensure continuity of activities after the program ends?</p>	<p>31. The change project has already planned a strategy for the follow-up of the activities developed and has a list of stakeholders that could/ finance the project in the future.</p>
<p>QE16: To what extent do the activities developed by the project make it possible to have an impact over time?</p>	<p>32. The project CHANGE encourages critical thinking among the students and teachers, thus enabling them to take action and continue their engagement without the support of the project.</p> <p>33. Working to strengthen the education of young people, the project takes on the task of forming citizens aware of the problems faced by the forced migrants and refugees, thus promoting a long-term impact.</p>

## Annex 4: Number of interviews conducted

The following table summarises the interviews conducted by the evaluation team during the data collection phase. In addition to these interviews, 2 scoping interviews with JRS Europe were conducted at the beginning of the project.

Geographical provenance	Interviews conducted
Belgium	<ul style="list-style-type: none"> <li>• 1 CHANGE project coordinator (JRS Europe)</li> <li>• 1 outreach officer (JRS Europe)</li> <li>• 6 student ambassadors</li> </ul>
Hungary	<ul style="list-style-type: none"> <li>• 1 country project coordinator (JRS Hungary)</li> <li>• 1 student ambassador</li> </ul>
Ireland	<ul style="list-style-type: none"> <li>• 1 country project coordinator (JRS Ireland)</li> </ul>
Italy	<ul style="list-style-type: none"> <li>• 2 country project coordinators from Centro Astalli</li> </ul>
Malta	<ul style="list-style-type: none"> <li>• 1 country project coordinator (JRS Malta)</li> <li>• 1 student ambassador</li> </ul>
Portugal	<ul style="list-style-type: none"> <li>• 1 country project coordinator (JRS Portugal)</li> </ul>
Spain	<ul style="list-style-type: none"> <li>• 1 country project coordinator (Fundación Alboan)</li> <li>• 11 student ambassadors</li> <li>• 2 teachers</li> </ul>

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## Annexe 5: Interview guides

### Interview guide for country partners (country project coordinator or outreach officer)

1. How did JRS become a partner in the CHANGE project?
2. Was JRS involved in the design of the project?
3. Does the project respond to an identified need in terms of students awareness and the perception of refugees or forced migrants?
4. How has the coordinator and outreach officer been selected? What is your opinion on your capacity (time, resources, skills required) to reach out communities, and implement the program?
5. Did you participate in all the WP or just in some of them?
6. Was the six-stage course feasible, realistic in your national context?
7. What kind of schools have been selected and against which criteria? With which implementers (national or deconcentrated/decentralised authorities, associations, other stakeholders?) What were the criterias?
8. How was the project integrated within the regular activities at school level? Which incentives did you use to trigger the teaching community and parents?
9. How do you consider the balance between classic activities (e.g., training in the classroom) and innovative activities (e.g., live dialogue with refugees, events).
10. What is the added value of project:
  - a. European dimension (e.g. mutual experience?)
  - b. A nation-wide project? (was it national or local?)
11. How would you describe the project management in terms of:
  - a. Programming activities
  - b. Information sharing (e.g. understanding what to do at country level)
  - c. reporting to JRS Europe,
  - d. technical support, other support?
12. Do you think the funding was commensurate to the expected outcomes?
13. What activities had the biggest impact on students' perceptions and behaviours? (e.g., pedagogical material/ the encounters between the students and refugees / national and local events)?
14. Have you organised any satisfaction surveys with teachers and students? What were the results?
15. Do you think the activities of the CHANGE project are replicable after the end of the project? To what extent?
16. Have you determined any strategy for the future (sustainability of activities, endorsement by other stakeholders, follow up of the activities) ?
17. Do you think the program has a positive impact on the integration of refugees and forced migrants, even indirectly?

## Interview guide for JRS Europe coordinator

1. Did you carry out analyses prior to the development of resources and pedagogical material to ensure the relevance of the project and the activities, regarding the context of the countries?
2. Was the project born out of a need that you identified among students and/or teachers (e.g. through a study, through previous projects), or out of an assumption of its relevance?
3. Did the project design take into account the specificities of each country's context?
4. How did the design of CHANGE ensure that all partners shared the objectives of the project but at the same time had the possibility to adapt the project to their own specificities (national- level and sometimes school-level specificities)?
5. How was the choice of partners made? Were all the partners already known to JRS Europe (perhaps involved in other projects), or were they new partners?
6. Has the project been designed to adjust the support provided according to the national context and the partner's capacity? Do you feel that partners received sufficient support from JRS Europe?
7. What was the role of the European Stakeholder Taskforce and how did it contribute to the design of the project?
8. In our interviews with country partners, it seems that the COVID pandemic boosted innovation and pushed the partners to go further and faster in the project activities. Do you agree?
9. What is the added value of the CHANGE project compared to other European projects that raise awareness on refugees and migrants' issues?
10. Do you think the funding was commensurate to the expected outcomes?
11. Was the monitoring and evaluation challenging at the level of JRS Europe and at the partners' level?
12. We have made the hypothesis that the collection of feedback from teachers and students has not been systematic in the partner countries and that it could be improved. What is your opinion on the matter?
13. Has JRS Europe planned any strategy for the future? (sustainability of activities, endorsement by other stakeholders, follow up of the activities)?
14. Was CHANGE designed to have a positive impact on refugees and forced migrants as well? Do you think it did?

### Interview guide for Student Ambassadors

1. Would you like to introduce yourself ?
2. Did you know that the CHANGE program is organised in a six-stage course? Did you follow these six stages or some of them?
3. What activities did you prefer/find more relevant?
4. How was your experience with the CHANGE program and as a student ambassador?
5. As a student ambassador, what actions have you conducted in support of refugees and forced migrants? Were you supported by your teacher or by the JRS office?
6. Could you say that your behaviour and mindset have changed towards refugees and forced migrants ? What about your colleagues ?
7. How was the European event in Brussels? To what extent did the event enhance what you have learned with the CHANGE program?
8. In your opinion, are there things that could be improved in the CHANGE program? (activities, support for student ambassadors, etc.)
9. To what extent will you continue to collaborate with JRS ? Do you plan to continue with the project you have developed, or maybe through other activities in favour of refugees and forced migrants ?

### Interview guide for teachers

1. How did you discover the existence of CHANGE and decide to do the activities in schools?
2. To what extent do you consider that the pedagogical material was adaptable to the classrooms? What was the adaptation process like?
3. To what extent did the Covid-19 pandemic affect the activities planned within the CHANGE programme? How were you able to adapt to this situation?
4. Did you receive any help from the Fundación Alboan in adapting and/or understanding the pedagogical material and its implementation?
5. Did you accompany the student ambassadors in the organisation of their projects/actions? If so, can you talk about how the projects went?
6. From your experience, do you think that the implementation of the Change programme enables or encourages the critical thinking of young people? Does it have an impact on changing the mentality of young people or their perception of the situation of migrants?
7. Do you plan to continue the activities of CHANGE even if it ends? To what extent is it possible to continue the project?