

ONE WORLD IN SCHOOLS: EVALUATION REPORT

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EXECUTIVE SUMMARY

The purpose of the evaluation was to determine the program's effectiveness through an inquiry into its impact on the key variables (attitudes, self-efficacy, intention to act) and into the students' and teachers' interpretations of the program. The inquiry resulted in the following findings:

- » Both the students and teachers were highly satisfied with the program.
- » Girls appreciated the program more than boys.
- » Students interpreted the program as relevant to the local needs and receptive to their follow-up activities. They found it effective in terms of promoting awareness and empowering a broad scope of target groups.
- » The program motivated students from inquired sample to initiate various follow-up projects, often followed by further activities.
- » During the follow-up project preparation a participative approach was applied, enabling students to set their own goals and manage the projects.
- » The program enhanced human rights attitudes and self-efficacy in the girls from the involved schools. No effect on boys was found.
- » The program encouraged students to take a collective action in favor of human rights in their region, although no effect on students' individual intention to act was found.
- » In some of the classes, students successfully implemented their own follow-up community-based projects. Although no statistical differences between the groups which implemented their own follow-up projects and groups which did not were found, students from the "project+" groups reported a high level of empowerment and enthusiasm.
- » No significant effect of age was found.

In the light of these findings, the program was evaluated as effective, while small improvements might be considered.

PROGRAM ANALYSIS

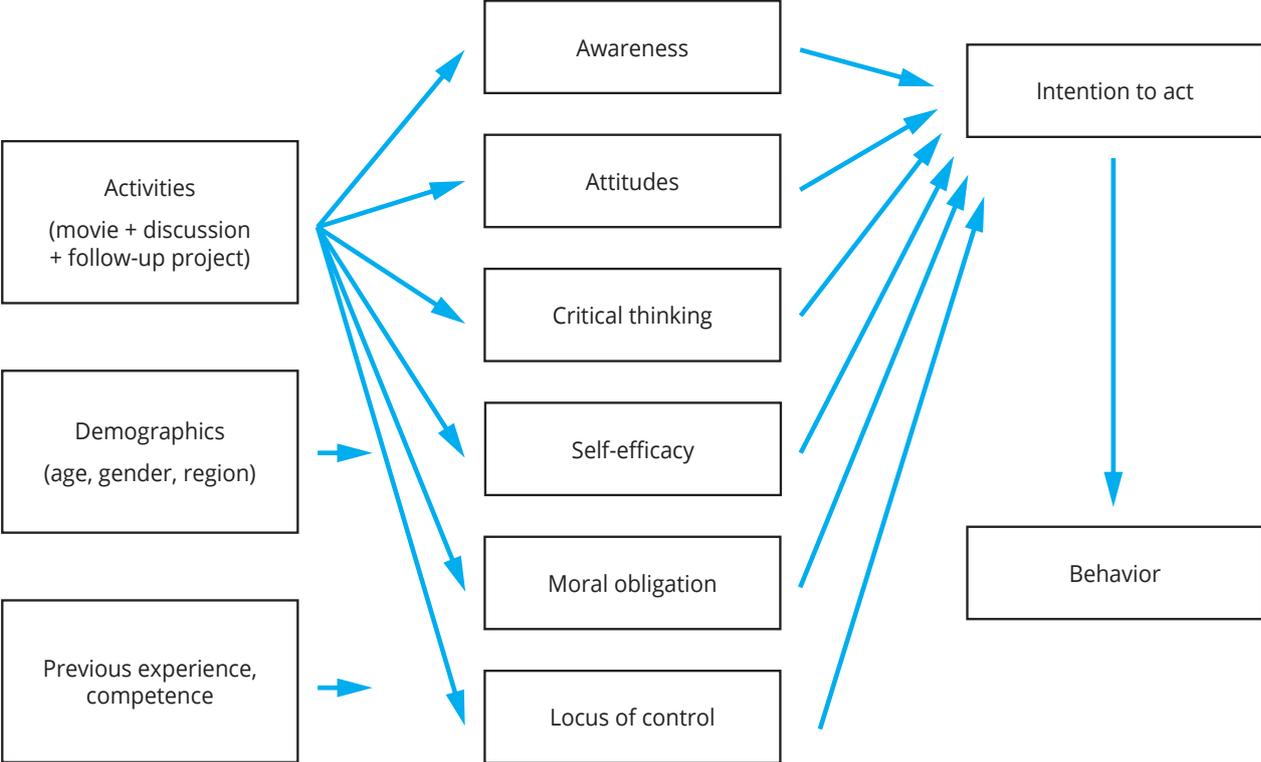
One World in Schools program (OWIS) has been created by the People in Need non-profit (PIN). It is being implemented in several European countries, including Georgia where the following evaluation was carried out.

According to Kurashvili and Pijanova (2012), the goal of the OWIS is to "raise young people's awareness about the challenges of the current world and social issues, to initiate a debate and encourage these people to think critically and formulate questions and informed opinions regarding human rights and relevant issues. The project also aims at promoting an understanding of global processes which influence people's lives and at cultivating young people's sense of responsibility. It is essential that young people be encouraged to participate in addressing the current problems at both local and global levels." (p. 4)

The OWIS program theory is described in Fig. 1. It is based on the assumption that exposing secondary-school students to a set of short movies showing a range of human right issues, accompanied by a series of follow-up discussion and possibly community-based projects, the program will enhance the students' awareness, attitudes, critical thinking skills and self-efficacy concerning human rights. These factors are likely to support their intention to act in favor of human rights.

The core of this theory has been scrutinized in the evaluation. The inquiry focused on the attitudes towards human rights which (defined as positive or negative opinions on human rights issues), self-efficacy (a belief in the respondents' ability to act in favor of human rights) and intention to act (a decision to take a specific action to promote human rights).

Fig. 1 Logic model of OWIS



As the evaluators presumed, carrying out a community-based follow-up project might be a critical factor for the program's effectiveness. Without providing the students with a positive experience of addressing local issues, they might feel overwhelmed by the magnitude of the presented issues. As a result, they might resort to learned hopelessness and apathy (Nagel, 2005).

Prior to the inquiry, it was not clear what role the contextual and demographic variables played (for example the students' previous experience with the issues, their gender or age). The evaluators presumed that the presented themes would rather appeal to the girls than the boys, while younger students' belief in their self-efficacy in dealing with the issues would be less strong.

Considering Ajzen's (1991) theory of planned behavior, it was supposed that attitudes and self-efficacy played an important role in increasing the students' intention to act. For this reason, the evaluation focused on the aforementioned variables, with the support of a qualitative perspective providing the participants' interpretation of the program.

As OWIS is a flexible program and its impact might be affected by the combination of presented movies, a set of three specific movies was selected for the purpose of this evaluation. The first one presents the theme of children's rights through a series of short films (Kid's Rights), the second one presented a story of a successful community-based project aimed at helping immigrants in the United Kingdom (Bristol Bike Project) and the third one showed another success story of community-based help to a local person with a mental disability (The Collector of Bedford Street). All the movies were followed by a discussion based on pre-prepared working sheets. Some of the involved schools also carried out follow-up community-based projects addressing selected local human rights issues.

As a specific version of OWIS was selected for this inquiry, the following conclusions cannot be generally applied to all the versions of the program. It is likely that including a different set of movies into the program would provide a different effect. Still, the evaluators hope that their findings will be relevant for in-depth understanding of the program's potential and will provide plenty of opportunities for its further development.

METHODOLOGY

The purpose of the inquiry was to find answers to the following evaluation questions:

- » Is there a difference between the schools which took part in the program and carried out community-based projects afterwards and schools who participated without such projects?
- » Will the program help enhance the students' self-efficacy, attitudes and intention to act in favor of human rights?
- » How did the teachers integrate the program in their curricula?
- » How do the students interpret the program's contribution to their civil awareness?
- » How do the students and teachers rate the program in terms of its balance, fairness, relevancy, instructional approach and information value?

In addition, the evaluation also covers several research questions describing more general features of the program:

- » What are the relationships between the variables? Do they correlate to each other?
- » Drawing from this research, is it possible to modify the OWIS program theory? Could it be supported by any behavioral change theory?
- » Which demographic factors (experience, gender, region, age) affect the variables relevant to the OWIS goals?

In order to answer these questions, the inquiry applied a set of instruments:

- » Pretests and posttests as sources of data before and after the program were implemented. In this part, three groups of respondents were part of the inquiry:
 - › A control group consisting of students who had not participated in the program
 - › An experimental group consisting of students who had participated in the program and saw the same series of three movies. This group was divided into two subgroups for further analysis:
 - An experimental project+ group consisting of students who had participated in the program and follow-up community project
 - An experimental project- group consisting of students who had not taken part in a follow-up project.
- » A satisfaction survey carried out at the end of the project which included the teachers and students involved in the program.
- » Focus groups held at the end of the project with selected students from four schools from the project+ and two schools from the project- groups.

For the pretest/posttest analysis we used a questionnaire based on the following scales:

- » Attitudes towards human rights protection, 5-points Likert-type scale, 16 items, Cronbach alpha = 0.8
- » Self-efficacy in dealing with human rights, 5-point Likert-type scale, 11 items, Cronbach alpha = 0.7
- » Intention to act in favor of human rights, 5-point Likert-type scale, 5 items, Cronbach alpha = 0.79
- » The inquiry also included the respondents' socio-demographic information (gender, region, age), and their personal experience with situations where human rights were violated. Additionally, we analyzed scales representing issue-specific attitudes towards:
 - › respect for handicapped people's rights (15 items, Cronbach alpha = 0.75)¹,
 - › respect for gender equality (12 items, Cronbach alpha = 0.71)
 - › immigrant's rights protection (12 items, Cronbach alpha = 0.6),
 - › fair trade and working conditions (12 items, Cronbach alpha = 0.6 in pretest, 0,68 in posttest),
 - › children's rights (3 items, analyzed separately),
 - › locus of control (3 items, analyzed separately),
 - › moral obligation (1 item),
 - › and connectedness (1 item).

All the research instruments are described in the *One World in Schools: Guidelines for Evaluation* which were prepared as part of the same project.

For the evaluation, we originally planned to compare data from ten schools which were to participate in the program with a community-based project and the same number without it. The list of schools was set in cooperation with the Georgian branch of People in Need. However, it appeared that only eight of the schools involved in OWIS project in Georgia were able to conduct a follow-up project. Because of this, we decided to change the estimated proportion. Finally, we started the evaluation with eight schools which agreed to carry out community-based projects following the screenings and discussions and twelve schools which planned to conduct the program without community-based projects. Since one of the schools dropped out of this sample (the teacher moved to another school during the project), eleven schools remained in this part of the sample. Additionally, we decided to ask two other schools not involved in OWIS project to cooperate. Finally, the sample consisted of

- » 2 schools not involved in the OWIS (control group);
- » 8 schools involved in the OWIS with a follow-up community based project (experimental project+ group);
- » 11 schools involved in the OWIS without a project (experimental project- group).

Table 1 shows more details regarding the sample. For the list of all the schools involved in the evaluation see Appendix 1.

¹ From the original scale was omitted the item "My country is friendly to handicapped people". The new subscale is in the appendix.

Table 1 Respondents of quantitative part of evaluation

Groups	Number of respondents	Age	Standard deviation	Boys	Girls
Pretest/posttest total	390	15.1	1.01	150	229
<i>Experimental project+</i>	100	15.5	0.80	40	58
<i>Experimental project-</i>	203	15.0	1.03	71	123
<i>Control</i>	87	15.0	1.07	39	45
Students' satisfaction survey	319	15.4	0.99	109	199

Notice: As some of the respondents did not provide information regarding their gender, the sum of both subgroups is not equal to the total number of respondents.

For the teacher satisfaction survey, teachers from nineteen schools were asked to participate. One of the schools dropped out so the final number amounted to eighteen. Out of this number, two teachers were absent at the time of the data collection, so finally we collected data from 16 teachers, all of them women, the average length of their practice was $m = 13.75$ years (standard deviation = 6.65). For the survey, see Appendices 3 and 4.

For the qualitative part of the evaluation, six schools involved in the program were asked to take part, while four of them carried out a follow-up community-based project.

Each of the focus groups consisted of eight students, always four girls and four boys. Altogether, 48 students (24 girls, 24 boys), aged between 14–17 years, were involved in the focus groups. For the rules for facilitating of the focus groups, see Appendix 5.

In the quantitative analysis, paired / unpaired t-tests were applied, the level of significance being set on $\alpha = 0.05$. In qualitative analysis, all the interviews were transcribed, divided into data segments and coded with the open coded procedure to identify the main themes (Patton, 2002; Corbin & Strauss, 2008).

A few methodological limitations should be taken into consideration:

- » As it turned out during the data collection, some of the schools participating in OWIS were involved in other programs focusing on human rights issues. It was obvious that some of the teachers did not clearly differentiate between the project implemented as a part of OWIS and the other projects. As a result, the differentiation between project+ and project- may not be absolutely precise.
- » As the students for focus groups were selected by the teachers from participating schools, there is a risk that the best students were selected to demonstrate the school's and project's success. Therefore the students' interpretation of the program should not be broadly generalized.
- » The inquiry produced findings regarding a specific version of the program implemented in Georgia. Different version implemented in different socio-cultural environment may produce different outcomes.

FINDINGS

THE STUDENT'S INTERPRETATION OF THE PROGRAM

In sum, all the respondents from student focus groups highly appreciated the program. Three categories connected with its evaluation came out as the most important: relevance, openness and effectiveness.

At first, all the students agreed that the program had been **relevant**, i.e. they agreed it was important that it is delivered not just in school but to other target groups. They believed the films present real-life problems which are relevant all over the world, including Georgia.

In their recommendation regarding to whom the movies should be presented, students found themselves as a group on the border between adults and children. They often described adults as unaware of the issues and locked in their stereotypes, while young children are unaware of their rights. Eka (girl, project+) comments stereotypes in her parents' attitudes towards people with disabilities:

"...many things depend on parents. They have to fight their fears. Therefore they also need to hear such information and to change their behavior and attitudes. Now that we have this information, I guess we will act differently when we become parents."

The contrast between the more tolerant attitude of their generation towards people with disabilities and generation of adults was poignantly expressed by Nino (girl, project+):

"I think that these movies are most important for adults, because adult people mostly think that people who are somehow different should not to be active in society; instead, they should live somewhere far from our eyes. Young people do not have such attitudes but adults do. Therefore they should also watch these movies."

However, they also recommended the program to other schools and even younger children, as they supposed they should be informed, too. It might be assumed that the concept of relevance was based on students' action theory assuming a causal link between awareness and empowerment. Students reflected upon the existence of human rights issues around and believed that through "spreading the word" the problems would be mitigated.

Ana (girl, project+) expressed this theory:

"I think that if many young people like us see the films, they will better understand different social issues and I think in future there will be fewer problems, because we will know how to address them."

Although students reflected upon all the presented issues, *Kids' Rights* were the most often mentioned one. It is reasonable to suppose that this series' theme resonated most strongly with the issues students had been aware of and consequently they rated its importance the highest.

The students evaluated the way the program presented human right issues as **open**, providing enough space for their "thinking" and initiative. Students were not in consent as to whether the program provided adequate answers regarding "what-to-do-with" questions. Some of them thought it could have been more explicit, for others was the way adequate.

Zura (girl, project+) appreciated the open and non-manipulative nature of the program:

"What I liked exactly in the movies was that they were leaving some space for discussion and did not directly give you the ready answers."

On the other hand, Giorgi (boy, project+) would have appreciated if the movies had been more instructional:

"in some cases it might have been better to learn the answers directly from the films."

The lack of explicit "what-to-do" instructions might be related to the distinctive features of the students' follow-up community based projects. In all cases, **emancipation** was strongly present in the projects because the idea was either shared by students and teacher, or brought up by the students themselves (Wals, Geerling-Eijff, Hubeek, van der Kroon, & Vader, 2008). When reflecting upon their projects, the students expressed pride, satisfaction, and feelings of ownership of the project and its results. The students believed their project was successful and capable of "making a difference". They also planned to continue with in the future.

It might also be supposed that the lack of clear "what-to-do" instruction strengthened the students' "awareness for empowerment" theory, as the majority of projects focused on "spreading the word" to other target groups. However, students also reported different types of action, including raising money for charity, direct financial support of a poor family, or presenting the results of their awareness survey to local politicians and UNICEF representative. In all cases, the reported actions shared a **collective**, not individual character, as students planned and did something together with the others, not as their private initiative.

The concept of collective action is clearly articulated by Teo (boy, project+):

"one person may not be able to achieve solid results but he/she can initiate something and then find supporters and friends."

None of the respondents questioned the program's **effectiveness**. Overall, two main sub-categories, awareness and empowerment, emerged. Almost all students assumed that the main effect of the program was to **awareness** and inform people's attitudes. Furthermore, the students reported the program had changed their interpretation of the issues because it had made them **change their perspective**. Such a feeling was described for example by Mera (girl, project+). In her comments we can see the process of changing her original perspective and a personal shift from skepticism to awareness:

"The films are really touching. In the beginning I was also skeptical but when you see one film and then another, you begin to see these issues differently. I hadn't been thinking about some issues and hadn't known they existed at all. Now I look at these issues from a different angle."

In addition, the students reported a change in their **empowerment**, feeling of being motivated and capable to make change. This feeling was related to the implemented follow-up project and its positive evaluation.

"these films also give us some experience and we can assist others in solving some social problems."
(Kote, boy, project+)

For example, Eka reported a visible impact of their project and her belief in the possibility to make a change:

"I think that change is possible and we can observe these changes. For example, before parents had to hide their Down Syndrome baby. But now in our school we have a classmate with Down Syndrome and we feel very comfortable with this him. He is involved in everything we do."

Such an opinion corresponds with Giorgi's (boy, project+) comment on the importance of focusing on real, specific, and locally relevant issues:

"we have to concentrate on something specific. Maybe our initiative will not be a large scale one from the global point of view. Nevertheless, taking one specific example or case will help us solve it or at least push towards a solution... For example, we can surely respond to some facts of discrimination, what we see every day and really achieve some changes..."

The sense of success motivated students to do more. Students from all the project+ groups planned to continue with the project and increase its scope. A few students were motivated to deal with this agenda even in their future career. Zura (girl, project+) or Giorgi (project+):

"these movies have inspired my interest to work on human rights issues in the future."

To sum up, the students interpreted the program as

- » relevant to local needs,
- » open to their own initiative,
- » effective in both enhancing the awareness and empowerment of the target group.

STUDENTS' SATISFACTION

The students found the presented movies clear, relevant, interesting, emotionally strong, fair, and motivating. As we could see (Table 2 and Fig. 2), the students reported a high level of satisfaction with the movies. The only exception is their answer regarding the manipulative features of the movies which contradicts the following statement expressing fairness in balancing different points of view. It is not clear if students reported a high level of manipulation or if they did not understand the meaning of this statement clearly. There is a sound reason to assume that the original meaning was altered due to the translation. The students then might have interpreted it as instructional clarity of the program, i.e. a positive feature. Because of this, we suggest that this item is interpreted very carefully and its importance is not overrated.

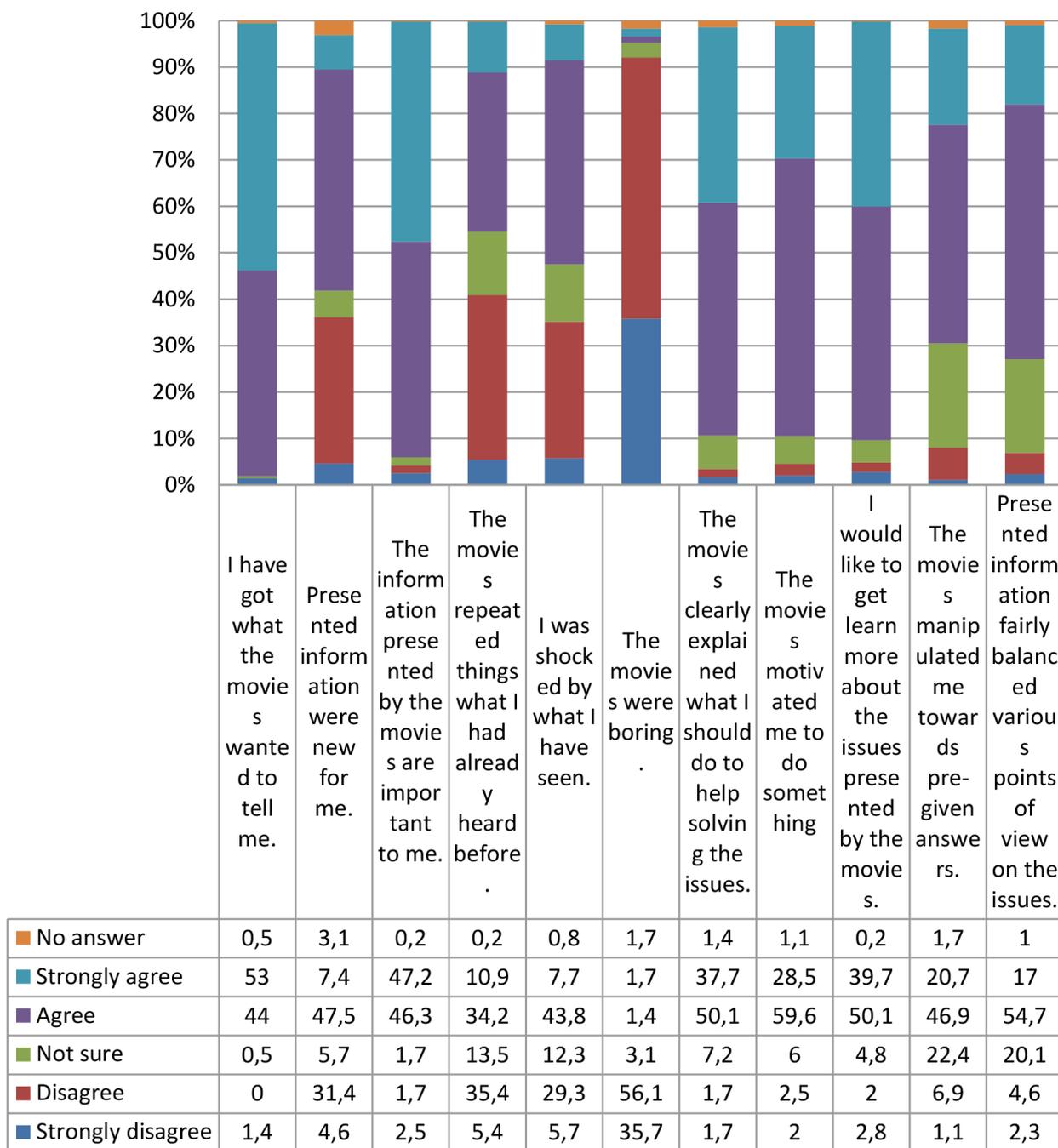
Table 2 Students' satisfaction

	N	Mean	Mode	Frequency of mode
Clarity				
I understood the main message of the movies.	345	4.48	5	185
Relevance				
The presented information was new to me.	336	3.22	4	165
The information presented by the movies is important to me.	346	4.34	5	164
The movies repeated things what I had already heard.	346	3.09	2	123
Emotions				
I was shocked by what I saw.	344	3.18	4	152
The movies were boring.	341	1.75	2	195
Empowerment				
The movies clearly explained what I should do to help solve the issues.	342	4.22	4	174
The movies motivated me to do something differently.	343	4.11	4	207
I would like to learn more about the issues presented in the movies.	346	4.22	4	174
Fairness				
The movies manipulated me towards pre-conceived answers.	341	3.80	4	163
The presented information balanced various points of view on the issues in a fair manner.	343	3.80	4	190

The prevalent positive feedback was also evident in recommendations ("I would recommend...") where the single most frequent recommendation was to continue with the project and movies. The following recommendation was to continue one's effort to protect human rights or help others. Other recommendations were rare but a few students also recommended focusing more on the country's / local problems, providing specific examples from the country, selecting movies

according to students' age and interest, providing more trainings and discussions, or delivering the project all over Georgia.

Fig. 2 Relative frequency of statements about movies



Gender differences appeared in practically all the items (see Table 3). As we can see, girls always rated the program more positively than boys, however boys liked the program, too.

Table 3 Differences between the boys' and girls' satisfaction

	MEAN BOYS	MEAN GIRLS	T	P
I understood the main message of the movies.	4.30	4.59	-3.64	0.0003*
The movies were boring	1.84	1.66	1.99	0.046*
The presented information was new to me.	3.14	3.22	-0.60	0.542
I was shocked by what I saw.	2.95	3.28	-2.52	0.011*
The movies clearly explained what I should do to help solve the issues.	4.10	4.31	-2.27	0.023*
The information presented by the movies is important to me.	4.16	4.50	-3.85	0.0001*
The movies manipulated me towards pre-conceived answers.	3.63	3.85	-1.96	0.050
The movies motivated me to do something differently.	3.87	4.26	-4.33	0.00002*
The movies repeated things I had already heard.	3.05	3.09	-0.25	0.801
The presented information balanced various points of view on the issues in a fair manner.	3.55	3.92	-3.66	0.0002*
I would like to learn more about the issues presented in the movies.	4.08	4.35	-2.80	0.005*

Notice: "*" marks a statistically significant difference.

The findings support the following conclusions:

- » The students were highly satisfied with the program. They found it relevant, interesting, emotionally strong, fair and motivating.
- » Girls evaluated the program higher than boys.
- » There was practically no negative feedback. Several students recommended focusing on local issues or providing local examples.

INCREASING THE STUDENTS' AWARENESS

When asked about things they had not known before seeing the movies, the students reflected upon a few concepts related to the themes of the three movies. As some of the answers repeated almost identically it is possible that some of the students simply repeated their peer's answers. As a result, the following data present provides only an approximate insight into the students' awareness.

Out of the 222 respondents, 78 (35 %) reported children's rights (presented in the 'Kids' rights series of short movies) as a new issue. They had not known that "many products in our shops are produced by kids", "McDonalds' toys are made by kids", "kids rights are violated so much", or "kids are working so hard". Although they did not mention it explicitly, the students probably associated the concept of children's rights with the issue of poor working conditions, reflected by 9 respondents: "working conditions of people was so hard".

The issue of the rights of and care for handicapped people presented in "The Collector of Bedford Street" was mentioned by 52 respondents (23 %). In some cases, the respondents linked this issue to kids' rights. Students were mostly surprised that "PWDs (people with disabilities) can help others instead of their own problems".

Six respondents mentioned the issue of gender equality, also without further details.

The situation of immigrants presented in the "Bristol Bike" project was mentioned by 10 respondents only, although two others mentioned the idea of recycling presented in the same movie.

In addition, 37 respondents (16 %) mentioned general awareness of human right issues ("there are so many social problems in the world", "human rights are violated on such a large scale") and 30 (13 %) expressed their belief in the power of help ("a single person can make change", "still there are people who do good things and help others", "volunteering is so widespread in Europe", "people can achieve everything").

On the basis of these findings, it might be assumed that:

- » The majority of students reported various factors which increased their awareness in multiple areas.
- » The most frequently mentioned new concepts were related to violating children's rights.
- » The second most common finding was related to handicapped people's rights, mainly as a surprise that these people can be helpful to others.

IMPACT ON STUDENTS' ATTITUDES, SELF-EFFICACY AND THE INTENTION TO ACT

In the evaluation, differences regarding attitudes, self-efficacy and the intention to act before and after the program were compared separately for all of the groups. As we can see in Table 4, no effect was found in the control group which did not participate in the program. In the experimental groups consisting of students who had participated in the program, a statistical significant increase of human rights attitudes was found, while the effect size (Cohen $d = 0.18$) could be considered as small.

After dividing the experimental group into subgroups which had participated / had not participated in the community-based follow-up project (project+/ project- groups) we found a statistically significant increase in human rights attitudes and self-efficacy in the project- group, while in the project+ group the difference was not significant.

Table 4 Impact on students' attitudes, self-efficacy and the intention to act

Attitudes	N	MEAN PRE	Standard deviation	MEAN POST	Standard deviation	T	P
Control	89	4.17	0.37	4.1	0.43	1.52	0.13
Experimental	326	4.07	0.47	4.15	0.44	2.72	0.006*
Project-	217	4.06	0.45	4.15	0.43	2.57	0.01*
Project+	109	4.09	0.51	4.16	0.46	1.13	0.25
Self-efficacy	N	MEAN PRE	Standard deviation	MEAN POST	Standard deviation	T	P
Control	89	4.18	0.36	4.14	0.42	1.39	0.16
Experimental	326	4	0.43	4.05	0.46	1.69	0.09
Project-	217	3.97	0.44	4.05	0.48	2.29	0.02*
Project+	109	4.07	0.42	4.05	0.41	0.42	0.67
Intention to act	N	MEAN PRE	Standard deviation	MEAN POST	Standard deviation	T	P
Control	89	3.65	0.81	3.53	0.86	1.18	0.23
Experimental	326	3.49	0.72	3.48	0.79	0.18	0.85
Project-	217	3.51	0.73	3.49	0.82	0.2	0.83
Project+	109	3.47	0.7	3.47	0.73	0.02	0.97

The differences between the Project+ and Project- groups were only significant in the self-efficacy area, before the program ($t = 2.02$, $p = 0.04$).

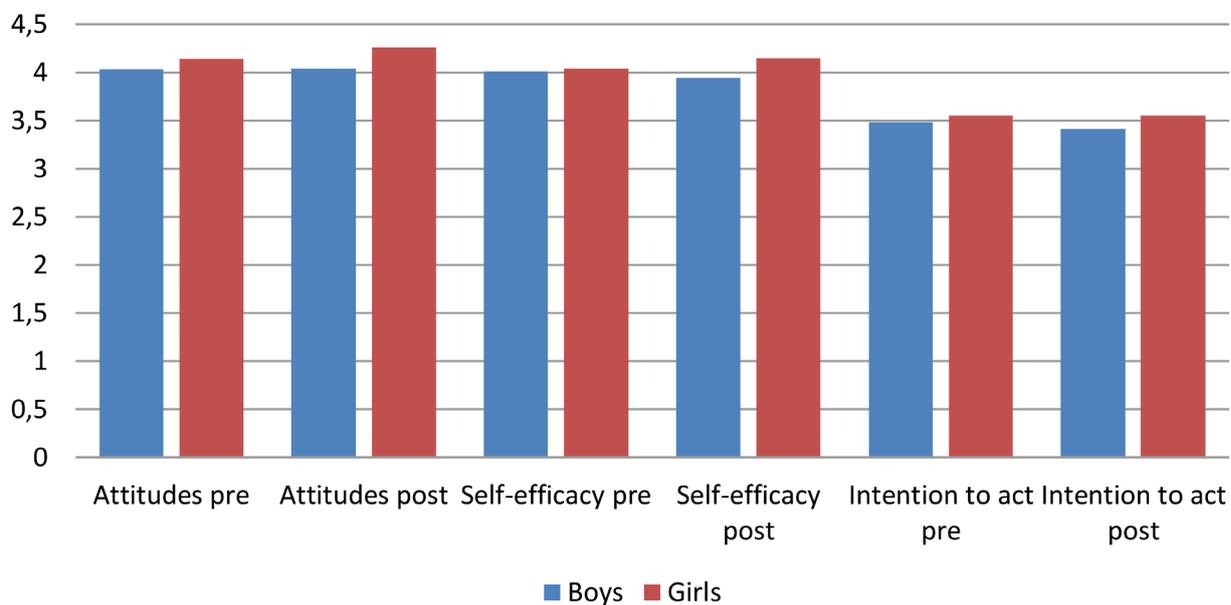
The relatively small effect of the program masks the existing gender differences. In the group of all the involved students (experimental), the only statistically significant effect was found in the girls' attitudes (Cohen $d = 0.33$) and self-efficacy (Cohen $d = 0.28$), while the first effect might be considered moderate (see Table 5)

Table 5 Gender differences in attitudes, self-efficacy and the intention to act

Boys	N	MEAN PRE	Standard deviation	MEAN POST	Standard deviation	T	P
Attitudes	111	4.03	0.51	4.04	0.47	0.01	0.99
Self-efficacy		4.01	0.45	3.94	0.50	1.39	0.16
Intention to act		3.48	0.75	3.41	0.90	0.76	0.44
Girls	N	MEAN PRE	Standard deviation	MEAN POST	Standard deviation	T	P
Attitudes	181	4.14	0.41	4.26	0.36	3.15	0.001*
Self-efficacy		4.04	0.38	4.15	0.38	3.32	0.001*
Intention to act		3.55	0.68	3.55	0.70	0.05	0.95

The differences between the girls' and boys' attitudes were not significant before the program ($t = 1.61$, $p = 0.1$) but rather significant afterwards ($t = 4.83$, $p < 0.0001$). The same pattern was found in self-efficacy where no difference was found before the program ($t = 0.58$, $p = 0.56$) but afterwards ($t = 3.77$, $p < 0.0001$). As for the intention to act, the differences between the outcomes of both the genders were statistically insignificant (see Fig. 3).

Fig. 3 Relative frequency of statements about movies



We also found a few significant correlations between the variables under review. The attitudes always strongly correlated with self-efficacy measured simultaneously (attitudes and self-efficacy before the program correlated $r = 0.66$, attitudes and self-efficacy after the program $r = 0.64$). The self-efficacy strongly correlated with the intention to act ($r = 0.48$ before the program, $r = 0.54$ after the program), while the correlation between attitudes and the intention to act was weak before the program ($r = 0.26$) and moderate afterwards ($r = 0.33$). The students' experience with human rights issues moderately correlated with attitudes ($r = 0.3$, $r = 0.42$) while other correlations were weak. The respondents' age did not correlate with further variables.

The comparison between the urban residents (N = 266) and rural residents (N=66) showed no significant differences between variables before and after the program, with the exception of self-efficacy after the program, where urban residents reported a higher level (m = 44.65) than the rural ones (m = 43.12, t = 2.12, p = 0.03). However, this finding might have been caused by the relatively small number of respondents in the latter group and, consequently, the outcome is not sufficiently reliable.

Although it might seem surprising to see a significant difference in a group without a community-based project and not in a group with enriched curricula, the outcome does not necessarily indicate that the project- group was more successful. In fact it is reasonable to suppose that the program worked very similarly for both the groups and the difference in significance was caused by a higher number of respondents in the project- group. On the other hand, it is clear that the follow-up project did not make as great a difference as expected.

From the practical point of view, the found effect was rather small, even if it might be considered moderate for girls. In the light of the qualitative part of the evaluation outcomes, it might be assumed that the program empowered students to take a collective action, while its impact on students' individual features (analyzed by the quantitative part of this evaluation) was lower, however still significant.

An analysis of issue-specific and further scales followed the same pattern (see Table 6).

Table 6 Results for issue-specific and further variables

Variable	Experimental	Control	Experimental Project+	Experimental Project-	Experimental Girls	Experimental Boys	Note
Respect for disabled people's rights	↗	No	No	↗	↗	No	1 item omitted from the original scale
Respect for gender equality	↗	No	No	↗	↗	No	-
Respect for immigrant's rights protection	No	↘	No	No	↗	No	Lower reliability
Fair trade and working conditions	↗	No	No	No	↗	No	Lower reliability
Children's rights	↗ ²	No	↗ ¹	↗ ¹	↗ ¹	No	Analyzed separated items
Locus of control	↗ ³	No	No	↗ ³	↗ ⁴	No	Analyzed separated items
Moral obligation	No	No	No	No	↗	No	1 item only
Connectedness	No	No	No	No	No	No	1 item only

↗ = Increasing, ↘ = Decreasing, No = No effect

Note:

- ¹ indicates situation when only 1 item of three changed ("Some of the things I use were most probably manufactured by children working for a low wage.")
- ² indicates situation when two of three items changed ("Some of the things I use were most probably manufactured by children working for a low wage." and "If children work, it is a matter of

their choice and we should accept it.”). In both cases, the change indicates increasing of human rights attitudes, e. g. in the first case the level of agreement increased and in the second case decreased.

- ³ indicates situation when one of three variables changed (“Even a small action for the sake of the environment matters.”)
- ⁴ indicates situation when one of three variables changed (“Even ordinary people like me can change the world.”)

As we could see, an effect on girls from the experimental group was found in almost all cases, while the effect on boys was always insignificant. This pattern reveals that the program affected girls to a greater degree than boys. In other words, it worked for girls but not for boys.

No significant change was found in the control group, with the exception of the significant decreasing the level of Respect for immigrants’ rights protection. We do not know what affected the group but as the group was quite small, we may assume that the group was exposed to a poorly designed curriculum, or discussed the issue in their classes in a negative way.

Drawing from the abovementioned findings, we conclude that:

- » The program impacted girls’ human rights attitudes. As for self-efficacy, the effect might be considered as moderate.
- » The program did not impact boys.
- » The program had no direct effect on students’ intention to act.
- » The fact whether the students participated in a follow-up community-based project did not affect the program’s overall effect.
- » The students’ attitudes tend to correlate with self-efficacy; self-efficacy correlates with the intention to act. However, there is probably no direct link between the attitudes and the intention to act.
- » The respondents’ experience with human rights issues has a moderate effect on their attitudes.
- » Age has no effect on the investigated variables.

TEACHERS' SATISFACTION

All 16 teachers involved in the program highly appreciated it, rating it as thematically relevant, age-appropriate, motivating and clear (see Fig. 4). As in the students' case, we consider the item reporting a manipulative feature of the program as misinterpreted by respondents, probably due to the translation.

It must be mentioned that even the teachers from project- group schools reported doing various follow-up projects. The likely explanation is that the teachers were involved in more projects on similar issues and did not exactly differentiate between them. Such a finding made the distinction between project+ and project- subgroups difficult.

Eight of the respondents reported various kinds of follow-up projects:

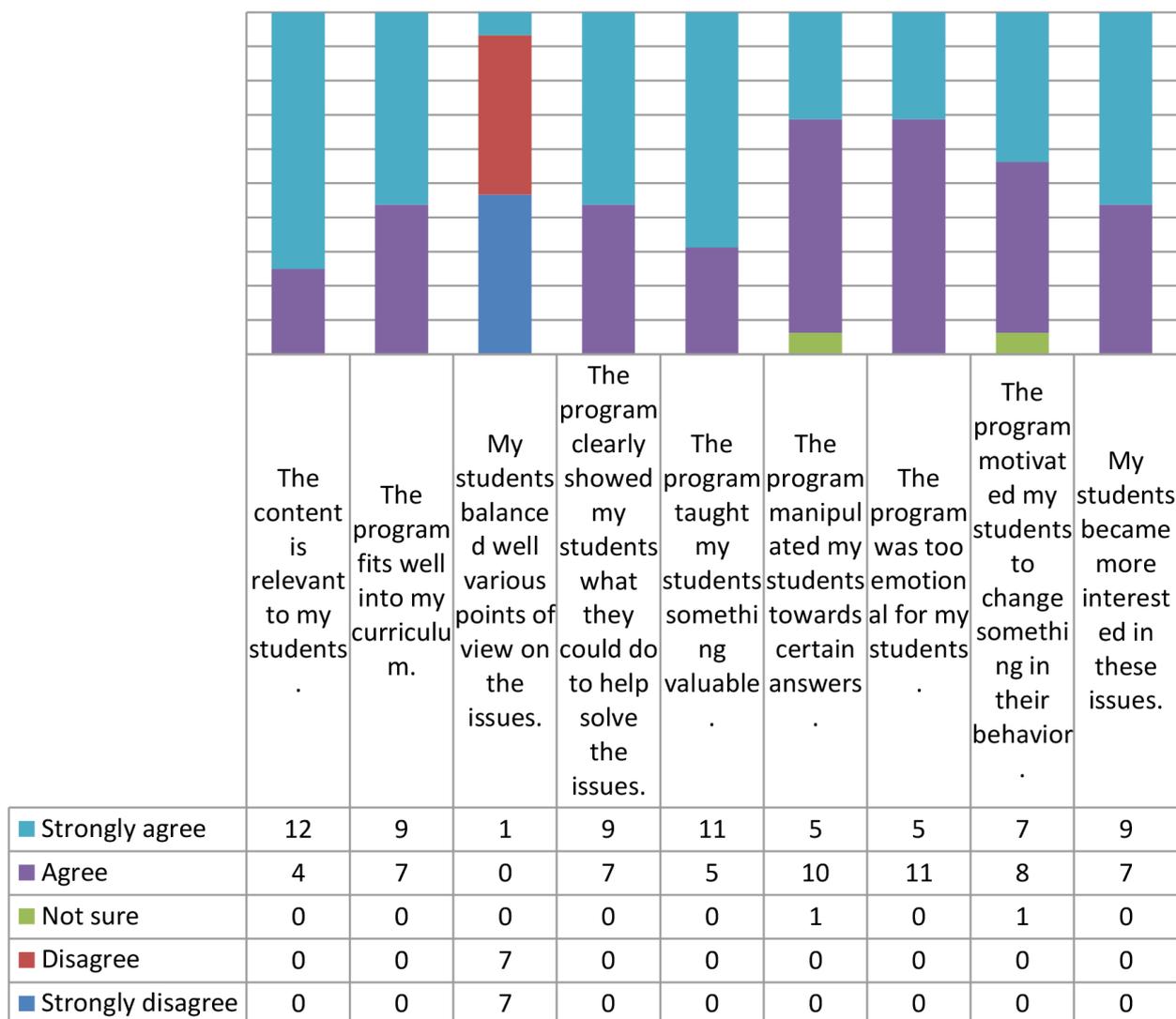
- » A movie screening was organized for other target groups in two of the schools;
- » A charity event was held in two schools;
- » An information campaign for the public was run in two of the schools;
- » A follow-up training for students took place in one school;
- » A survey based on the issue discussed as part of the program was carried out in one school.

In most cases, the teachers reported that these projects had been initiated by active students who also organized them. From their point of view, the students acquired new knowledge and skills and increased their motivation.

All of them were supportive regarding the program and agreed that it should continue. Specifically, they recommended:

- » More school-based projects;
- » New films and materials;
- » More training and methodological guidelines.

Fig 4 Teachers' evaluation of the program



In conclusion, the teachers

- » Highly appreciated quality of the program;
- » Reported various follow-up projects initiated by the program;
- » Confirmed the program's effect on students' knowledge, skills, and motivation;
- » Recommended to continue with it.

CONCLUSION & DISCUSSION

The purpose of the evaluation was to find answers to set of evaluation and research questions. Below we present and discuss the relevant findings.

Is there a difference between the schools which took part in the program and carried out community-based projects afterwards and schools who participated without such projects?

The inquiry did not find a significant difference. However, when interpreting the outcomes of our inquiry, we must bear in mind the methodological limitations of the study and the qualitative research findings.

As the schools involved in the OWIS were generally interested in human rights education, many of them participated in similar projects. As a result, the differentiation between the project+ and project- schools could not be determined as clearly as was intended. Furthermore, the qualitative part clearly demonstrated the power of follow-up projects carried out by students. It is likely that involvement in follow-up projects might strengthen the variables not covered by this inquiry (e.g., group cohesion, responsibility, place attachment).

Will the program help increase students' self-efficacy, attitudes and the intention to act in favor of human rights?

The program had no significant impact on students' intention to act. However, it increased their attitudes and self-efficacy towards human rights issues. Moreover, it also increased the students' awareness of various topics connected with human rights.

However, not all the students changed their attitudes and self-efficacy; the program seems to affect girls more than boys. Also, the program appealed more to girls than to boys. There are two possible explanations for this. Firstly, there is a correspondence with other studies where women had reported higher levels of pro-social attitudes than men (Dias-Veizades, Widaman, Little, Gibbs, 1995). Generally, girls seem to be more sensitive to social and environmental issues and the effects of educational programs are rarely comparable for both genders. It is also possible to speculate that some elements of the program may not be well gender-balanced. The themes of some of the movies in the Kid's rights series may resonate better with girls than with boys. Although the main characters in both the other films are male, students-boys might not easily identify with their specific life situations or social context. However, such a hypothesis should be further analyzed in a follow-up evaluation.

How did the teachers integrate the program in their curricula?

Teachers implemented the program in a manner recommended by the evaluation guidelines, i.e. showed the students three movies (Kid's rights, Bristol bike project, The Collector of Bedford Street) which were followed by a discussion and in some schools a community based project.

The follow-up project was carried out in participative way, encouraging the students to choose the content and to manage the project. Teachers proved their ability to withdraw and let the students manage their own projects. They respected the students' decisions and course of actions.

For the most part, the community-based projects focused on increasing awareness within specific target groups. To achieve this, students organized film screenings for other students or schools. In some schools the students organized a charity event and raised money to assist poor people in their neighborhood. In one of the schools, students surveyed local people's experience regarding situations when human rights were violated and publicly presented the outcomes, namely to the local politicians.

How did the students interpret the program's contribution to their civil awareness?

The students interpreted the program as relevant to local needs. They agreed that the issues presented in the movies topical and visible in Georgia and many people, even adults, were either not aware of them or locked in their stereotypes. The students appreciated open nature of the project and the fact that no-one was telling them what to do. Some students, however, would have appreciated clearer instructions.

None of the students questioned the program's effectiveness. They assumed that through increasing the target groups' awareness, the program empowers people and motivates them to act.

How did the students and teachers rate the program in terms of its balance, fairness, relevancy, instructional approach and information value?

Both the students and teachers evaluated the program as balanced in terms of information about the issues, interesting, relevant, fair and emotionally appealing. Surprisingly, the students also reported a sense of being manipulated by the movies towards pre-conceived answers. However, this might have been the result of a misunderstanding; it is possible that students interpreted the question in the sense of the program's clarity. It should be mentioned that the majority of teachers reported that the program was "too emotional" for their students. It might be interpreted that some of the movies might have exceeded an acceptable level of emotionality.

As the evaluation was not focused on analyzing the teacher's satisfaction with specific elements of the program (e.g. the handouts), we cannot differentiate the level of their satisfaction with these elements. However, a few comments the teachers shared suggested that even though they appreciated the program, they would also like to have more detailed guidelines, especially for the follow-up community-based projects. It seems that the program causes strong emotional response in students, resulting in unexpected situations which the teachers may not be prepared for. Therefore it would be reasonable to provide them with more detailed guidelines.

What are relationships between the variables? Do they correlate to each other?

The students' attitudes strongly correlated with their self-efficacy, while self-efficacy correlated with their intention to act. The correlation between attitudes and intention to act was rather weak, though. This might be explained by a possible influence of other moderating variables which were not covered by inquiry. Additionally, personal experience with human rights issues moderately correlated with attitudes, while other correlations were weak.

Drawing from the inquiry outcome, is it possible to modify the OWIS program theory? Could it be supported by any behavioral change theory?

We suppose that the program in its project+ modification encourages students to take a collective action towards protecting human rights in their region. However, it seems not to affect students' individual intention to act. Because of this, the program theory may need to differentiate between the impact on an individual and on a collective level.

Moreover, the program coordinators should decide if both these levels are of the same importance to them. If the program intends to encourage individuals' intention to act, it would benefit from clear recommendations regarding how the participants can respond as individual citizens.

However, considering the magnitude of human rights issues, it might be reasonable to focus on encouraging a collective action only, as there is a greater chance that students will experience success. If the goal is a collective action, the program theory may need to consider other factors which are important for a collective decision to take an action, such as strategies for group dynamics development.

The program seems to partially correspond with Ajzen's theory of planned behavior; the attitude itself seems to have only limited effect on the intention to act, while other variables (self-efficacy) seem to be important. There is also a similarity with Bandura's (1977) theory explaining a behavioral tendency through self-efficacy. However, considering the OWIS flexibility in the area of human right issues, it might be reasonable to suppose that no single theory is applicable here, as different areas of responsible behavior may have altered the impact of moderating variables.

Which demographic factors (experience, gender, region, age) affect the variables relevant to the OWIS goals?

Only gender seems to be an important factor for moderating the effect of the program variables studied by the inquiry. Personal experience with human rights issues moderately correlated with attitudes but not with other variables. The place of residence (city vs. village) does not seem to play an important role, although a significant difference on self-efficacy was found.

RECOMMENDATIONS

The One World in Schools program is effective and it is recommended that its support be continued. In order to increase its effectiveness, the following measures are suggested:

- » To provide guidelines for follow-up community-based projects. Although no statistical effect of such projects was found, the respondents' highly positive feedback received through the focus groups confirms the importance of this part of the program theory. The need for such guidelines was mentioned by some of the teachers. Furthermore, if the program focuses on encouraging a collective rather than individual action, it should include recommendations regarding group dynamics support and competences necessary for collaborating on a shared project.
- » To inquire into boys' needs related to the program's themes and to make adjustments which will make the program more attractive and effective for boys. The coordinators should assess whether the themes of selected movies are well gender-balanced. Furthermore, an opportunity for community-based project can offer adequate challenges for both genders.
- » To consider specific, locally relevant examples of issues presented in the movies or follow-up materials. The coordinators might benefit from the involved students' enthusiasm and ask them to prepare and share their own, local examples of human rights issues. Involving the students into documenting human rights violations and film production could have multiple effects on both students' motivation and the program's impact.

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APPENDIX

APPENDIX 1 LIST OF PARTICIPATING SCHOOLS

School	Selected schools	Sample	Independent human rights projects	Focus groups	Satisfaction survey
Tbilisi #42	Project+	X	X	X	X
Tbilisi #175	Project-	X	X		X
Tbilisi #181	Project-	X	X	X	X
Tbilisi #10	Project-	X	X		X
Tbilisi #140	Project-	X	X		X
Tbilisi #136	Project+	X	X	X	X
Kakheti, Vejini School	Project+	X	X		X
Telavi #9	Project-	X	X	X	X
Telavi #5	Project+	X	X	X	X
Kakheti, Velistsikhe	Project+	X	X	X	X
Kakheti, Shashiani	Project-	X	X		X
Akhalsikhe #1	Project-	X	X		X
Rustavi #12	Project-	X	X		X
Gori #7	Project-	X	X		X
Tskaltubo #1	Project+	X	X		X
Tskaltubo #2	Project+	X	X		X
Tskaltubo Seminary	Project+	X	X		X
Kutaisi #17	Project-	dropped out	X		
Kutaisi #32	Project-	X	X		X
Samtredia #12	Project-	X	X		X
Tbilisi #16	Control	X	X		
Kutaisi #28	Control	X	X		

APPENDIX 2 SCALES

ATTITUDES TOWARDS HUMAN RIGHTS

Mentally ill people should be isolated from normal people.*
I would support a law forbidding discrimination against women in my country.
People who behave strangely (speak to themselves, shake their head etc.) in public should be separated from normal people.*
I would be happy if the government passed a law helping mentally ill people live a better life.
To bully someone because he/she is different is always bad.
Women can be effective political leaders.
We should pay more attention to respecting human rights in our country.
Mentally ill people are a burden for society.*
I would be happy if the government passed a new law on better environmental protection, even if it meant an increase in the prices of food and oil.
We should make more effort to protect the environment in our country.
We are morally obliged to do what we can to protect human rights and save the environment.
Our government should be more helpful to immigrants.
We should make more effort to protect human rights in our country.
I would be happy if the government passed a new law to protect human rights in our country, even if it meant minor inconvenience for us.
Public space in our cities should be adjusted to the needs of handicapped people.
I would be happy if our government passed a law ensuring better working conditions in our factories, even if it increased prices.

Note: * indicates items that were inverted (e.g. the most positive answer was inverted into the most negative)

SELF-EFFICACY IN DEALING WITH HUMAN RIGHTS

I can solve conflicts with my peers in a peaceful way.
I can help promote international trade practices which are fairer to poor people.
If an immigrant asked me for help, I would be able to advise him/her.
If a mentally ill person lived in my neighborhood, I would know how to be friendly towards him/her.
I can help a person in a wheelchair if he/she asks me.
I can deal with social and environmental issues in my region.
I am able to find products which were produced without violating human rights in developing countries.
If I saw someone being rude to a handicapped or mentally ill person, I would know how to help the victim.
If my friend were harassed by her boss because of her gender, I would be able to advise her how to deal with it.
I can help international organizations which oppose discrimination against women in developing countries.
If a person in a wheelchair lived in my neighborhood, I would know how to be friendly towards him/her.

INTENTION TO ACT IN FAVOR OF HUMAN RIGHTS

I am planning to act on behalf of the environment in my region.
I am planning to work towards improving human rights in my region.
I am planning to act on behalf of poor people in developing countries.
I am planning to act on behalf of handicapped people in my region.
I am planning to work towards improving social conditions of poor people in my region.

RESPECT FOR HANDICAPPED PEOPLE'S RIGHTS

Mentally ill people can live a happy life.
My country is friendly towards handicapped people.
Mentally ill people are dangerous to others.*
Mentally ill people should be isolated from normal people.*
Fat people are funny.*
I would be happy if the government passed a law helping mentally ill people live a better life.
Society spends too much money on caring for handicapped people.*
I can imagine I would live with a handicapped friend.
To bully someone because he/she is different is always bad.
Mentally ill people are a burden for society.*
If a person in a wheelchair lived in my neighborhood, I would know how to be friendly towards him/her.
I would protest if a mentally ill person were to live in my neighborhood.*
Mentally ill people may be helpful to others.
Public space in our cities should be adjusted to handicapped people's needs.

Note: * indicates items that were inverted (e.g. the most positive answer was inverted into the most negative)

RESPECT FOR GENDER EQUALITY

I would support a law forbidding discrimination against women in my country.
I have got personal experience with discrimination against women because of their gender.
I would accept a woman as my superior.
Women can be effective political leaders.
We are morally obliged to do what we can to protect human rights and save the environment.
Women are often discriminated against only because of their gender.
If my friend were harassed by her boss because of her gender, I would be able to advise her how to deal with it.

We should make more effort to protect human rights in our country.
In my country, women are often discriminated against by their employers.
I would be happy if the government passed a new law to protect human rights in our country, even if it meant minor inconvenience for us.
I can help international organizations which oppose discrimination against women in developing countries.
It would be good for our country if half of the politicians were women.

RESPECT FOR PROTECTION OF IMMIGRANT'S RIGHTS

Some religions are strange and local authorities should watch them closely.*
People from some countries have strange habits.*
We should pay more attention to respecting human rights in our country.
People who live in our country should share certain common cultural values.
I can imagine my friend would be an immigrant from a distant country.
Immigrants from countries with different cultures are a threat to our country.*
Only those immigrants who want to accept cultural values of our country should be allowed to live here.*
Our government should be more helpful to immigrants.
I would be happy if the government passed a new law to protect human rights in our country, even if it meant minor inconvenience for us.
To bully someone because he/she is different is always bad.
We are morally obliged to do what we can to protect human rights and save the environment.
We should make more effort to protect human rights in our country.

Note: * indicates items that were inverted (e.g. the most positive answer was inverted into the most negative)

FAIR TRADE AND WORKING CONDITIONS

International companies should ensure fair working conditions for all workers, even if it increases prices.
I can help to promote international trade practices which are fairer to poor people.
I would be happy if our government passed a law ensuring better working conditions in our factories, even if it increased prices.
Some of the things I use were most probably manufactured by children working for a low wage.
We should pay more attention to respecting human rights in our country.
I would be happy if the government passed a new law on better environmental protection, even if it meant an increase in the prices of food and oil.
We should make more effort to protect the environment in our country.
I am able to find products which were produced without violating human rights in developing countries.
When I buy something in a shop, I might affect social and environmental issues even in very distant countries.
We should make more effort to protect human rights in our country.
I would be happy if the government passed a new law to protect human rights in our country, even if it meant minor inconvenience for us.
The goods we can buy in our shops are often produced by people working in poor working conditions.

CHILDREN'S RIGHTS

If children work, it is a matter of their choice and we should accept it.*
Children's work should be banned all over the world.
Some of the things I use were most probably manufactured by children working for a low wage.

Note: * indicates items that were inverted (e.g. the most positive answer was inverted into the most negative)

LOCUS OF CONTROL

It is NOT me but the government who should do something to protect human rights and the environment in my country.*

Even a small action towards improving human rights or the environment has a meaning.

Even ordinary people like me can change the world.

Note: * indicates items that were inverted (e.g. the most positive answer was inverted into the most negative)

EXPERIENCE

I have got personal experience with discrimination against women because of their gender.

I have got personal experience with the violation of human rights in my region.

There are many immigrants in my neighborhood.

I have got personal experience with damage caused to the environment in my region.

There are many handicapped people in my neighborhood.

I have got personal experience with discriminating against people because they look different or have unusual habits.

Note: * indicated the item is also a part of respect for gender equality subscale.

OTHERS

Moral obligation:

- » We are morally obliged to do what we can to protect human rights and save the environment.

Connectedness (belief):

- » When I buy something in a shop, I may affect social and environmental issues even in very distant countries.

APPENDIX 3 TEACHERS' SATISFACTION SURVEY

Dear Sir / Madam,

Your school has been involved in the One World in Schools program (OWIS) which is coordinated by People in Need non-profit organization. Now we would like ask you for your feedback. Please, give us your honest answers to all of the questions.

Thank you very much for your help.

Best regards,

Jan Cincera, Masaryk University Brno

Which of these movies you conducted with your students?

- Bristol Bike Project > Follow-up activities from the Toolkit
- Kids' rights > Follow-up activities from the Toolkit
- Collector from Bedford Street > Follow-up activities from the Toolkit
- Follow-up project
- Other:

Speaking about the programmer, how much would you agree with following sentences:

	Strongly disagree	Disagree	I do not know	Agree	Strongly agree
The content is relevant to my students.	<input type="checkbox"/>				
The program fits well into my curricula.	<input type="checkbox"/>				
My students are too young to learn about such things.	<input type="checkbox"/>				
The program balanced well various points of view on the issues.	<input type="checkbox"/>				
The program clearly showed my students what they could do to help solve the issues.	<input type="checkbox"/>				
The program taught my students something valuable.	<input type="checkbox"/>				
The program manipulated my students towards certain answers.	<input type="checkbox"/>				
The program was too emotional for my students.	<input type="checkbox"/>				
The program motivated my students to change something in their behavior.	<input type="checkbox"/>				

My students became more interested in these issues.	<input type="checkbox"/>				
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If you carried out a follow-up project with your students, could you describe it in a few sentences?

What did you decide to do?

.....

.....

.....

.....

How did you manage the process (who was the leader?)

.....

.....

.....

.....

What you have achieved?

.....

.....

.....

.....

What would you recommend to People in Need?

.....

.....

.....

.....

Your gender: female / male (circle)

School:

How long have you worked as a teacher: years

Thank you very much for your help!

APPENDIX 4 STUDENTS' SATISFACTION SURVEY

Dear Sir / Madam,

Your school has been involved in the One World in Schools program (OWIS) which is coordinated by People in Need non-profit organization. Now we would like to ask you to answer the final set of questions regarding your experience. Please, give us your honest answers to all of the questions.

Thank you very much for your help.

Best regards,

Jan Cincera, Masaryk University Brno

Which of these movies you have seen?

- Bristol Bike Project
- Kids' rights
- Collector from Bedford Street
- Other:

Speaking about these movies, how much would you agree with the following statements:

	Strongly disagree	Disagree	I do not know	Agree	Strongly agree
I understood the main message of the movies.	<input type="checkbox"/>				
The movies were boring.	<input type="checkbox"/>				
The presented information was new to me.	<input type="checkbox"/>				
I was shocked by what I saw.	<input type="checkbox"/>				
The movies clearly explained what I should do to help solve the issues.	<input type="checkbox"/>				
The information presented by the movies is important to me.	<input type="checkbox"/>				
The movies manipulated me towards pre-conceived answers.	<input type="checkbox"/>				
The movies motivated me to do something differently.	<input type="checkbox"/>				
The movies repeated things I had already heard before.	<input type="checkbox"/>				
The presented information balanced various points of view on the issues in a fair manner.	<input type="checkbox"/>				

I would like to learn more about the issues presented in the movies.	<input type="checkbox"/>				
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Please complete the following sentences:

Before seeing the movies, I did not know that ...

.....

I would recommend ...

.....

Your gender: female / male (circle) Your age: 14 - 15 - 16 - 17 - 18 - 19 - 20 (circle)

Did you fill this questionnaire a few months ago? Yes / no (circle)

- The first letter of your mother's first name is:*
- The first letter of your father's first name is:*
- The first letter of your first name is:*
- The number of the day you were born is:*

Thank you very much for your help!

APPENDIX 5 FACILITATION OF FOCUS GROUPS

SETTINGS ARRANGEMENT

- » Ask teachers for a free and silent room for the interview. There should be no other people and no teachers in the room.
- » The focus group will take 30-40 minutes time. Arrange what is necessary for the logistics (where to go with students after the interview, etc.).
- » Check your recorder. All the focus groups must be recorded and then transcribed. Adjust the distance between you and the respondents to maintain good record.
- » Arrange chairs around one big table (or a set of tables). Do what you think to make the environment comfortable. Prepare drink water and glasses for everyone.

STARTING THE FOCUS GROUP

- » When everyone is sitting on the chair, welcome them and thank them for participating in the interview. Explain them, that you are going to ask them about their experience with the program One world in schools (the films they have seen). Explain that their feedback is very important for the organisation People in Need that prepared the program for them.
- » Explain that you need to record the interview for its further analysing. However, the data will be analysed in such a way that they protect their anonymity. No teachers will be allowed to hear it. They can be completely critical, if they feel it as their honest answers.
- » For analysis, ask respondents to provide basic information about themselves. In the analysis, their true names will be changed. Notice it. What we need:
 - › First name (or nick)
 - › Gender
 - › Age
- » Explain that they are a few rules in this group discussion:
 - › Every opinion is welcomed.
 - › No personal attacks are allowed but polite disagreement with the others is absolutely OK.
 - › There are no good or wrong answers, what is important is to be honest.
- » Ask if they have any questions about this and if it is OK to start with recording.

INTERVIEWING

General comments: following questions are guidelines but not a strict procedure. The interviewer should be able flexibly react on what respondents said, change the order of the questions or add new questions, if something interesting appears. The interviewer facilitates a group discussion, e.g. he/she should encourage students to react on their peers, to agree, disagree, etc.

Following example provides a structure for interviewing a group that participated in a specific version of program (specific movies, follow-up project). For different version of OWIS, the structure need to be slightly adjusted.

1. In the OWIS program, you could see three different movies: Bristol Bike Project, Kids rights, and Collector from Bedford Street.
 - a. Could you briefly describe what the movies were about?
 - b. What impressed you the most in this movie?
 - b. If I have to see just one, which of them would you recommend me?
 - c. Is there someone else you would recommend him/her to see the movie? Who and why?
2. All the movies portrayed various social issues. Some people think it is worth to see movies about such things, while other thinks it is a waste of time. What is your opinion?
3. All the movies tell stories of people from distant countries. Could you find any similarities between their stories and stories of people from your country?
4. As a part of the program, you also did a community project. Could you describe me what did you do?
 - a. Who came with the idea? (teacher or students...)
 - b. How did you work on it (how they planned, what did they actually do, etc.)?
 - c. How are you satisfied with the results?
5. Some people believe they cannot make much difference in social issues, like corruption of human rights. What do you think about?
6. Was there something you did not like in the movies or in the project?
7. Do you have any other comments or ideas?

Thank you for your participation...

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